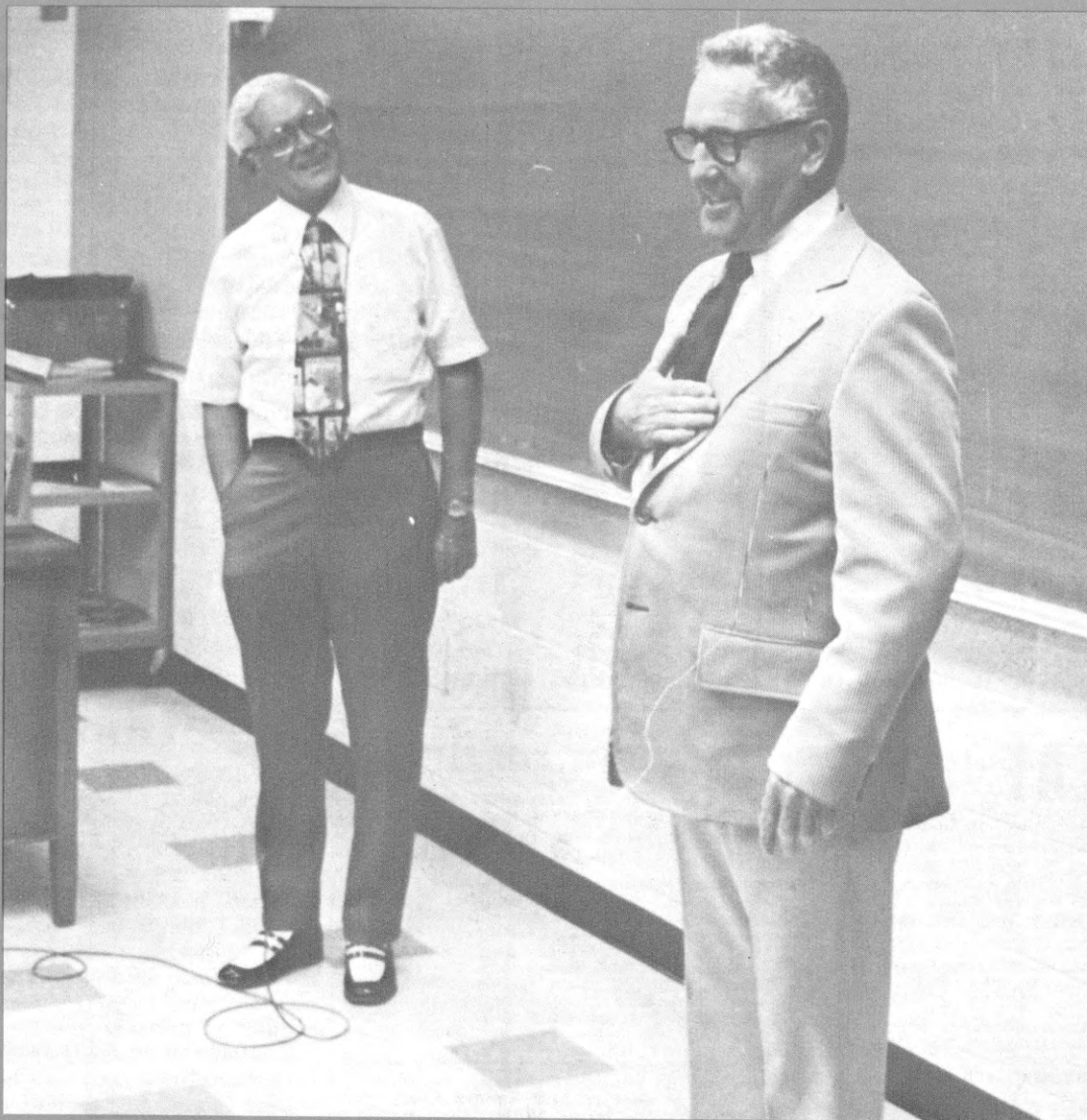


75c Per Copy

THE **DEAF** **AMERICAN**

OCTOBER
1976

THE NATIONAL MAGAZINE FOR ALL THE DEAF



Interest Continues to Grow . . .

New Sign Skills Taught At Madonna College

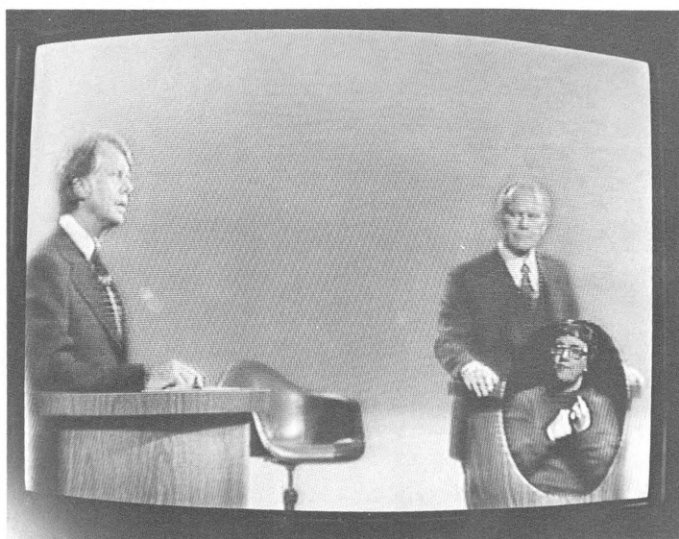
Brother Francis Colgan, Madonna instructor in Gerontology, demonstrates new sign skills for the class and Edward C. Carney, NAD Communicative Skills Program assistant director (left). See CSP Newsletter.

The Editor's Page

Network Television—Callous Decisions

As we go to press, the third of the 1976 Presidential Debates will have been held. Despite the "cameo" insert of an interpreter carried by most of the Public Broadcasting Service outlets, the deaf have made only a token gain. First, the local television stations which carry PBS programs reach but a small percentage of viewers, hearing or deaf. Second, the size of the "cameo" makes for severe eyestrain over a sustained period.

The picture below (and thanks to the New York City PBS outlet for its courtesy in providing the shot), is completely revealing—both as to comparative size of the "cameo" and the restrictive signing area.



face of the deaf television audience. Again, the interpreters were shown in the "cameo."

Senator Robert Dole and Senator Walter Mondale were most receptive to suggestions that interpreters be placed with them "live." The major television networks (ABC, CBS, NBC) stated that they would not televise the program with such interpreters on stage. The excuse was that the PBS network was using an interpreter which would be sufficient.

As has been the case with providing visual emergency warning information and reserving Line 21, ABC, CBS and NBC displayed a disdainful, **callous** attitude.

We shall see what we shall see on January 20, 1977, when all networks focus on the inauguration of the President of the United States. The deaf will not be satisfied with a "cameo" interpreter on the limited PBS network. They will not settle for a captioned version of the inaugural address many hours after it has been delivered and the text printed in the daily newspapers.

Don't settle for crumbs. Send telegrams and letters to the networks protesting their **callous** attitude. **Demand** that they do better, for example, in coverage next January 20. The addresses:

President, NBC
4001 Nebraska Avenue N. W.
Washington, D. C.
President, ABC
4461 Connecticut Avenue N. W.
Washington, D. C.
President, CBS
2020 M. Street N. W.
Washington, D. C.

And the debate between the vice presidential candidates on October 15 resulted in a hard slap on the

Write letters to your local newspaper and television stations, too.

The DEAF American

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National Association of the Deaf

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OCTOBER 1976

NATIONAL ASSOCIATION of the DEAF

Mervin D. Garretson, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Secretary



N.A.D. President's Message

Mervin D. Garretson, President

3509 Kayson Street

Silver Spring, Maryland 20906

Communication Dharma

As the miracle of total communication gains momentum both in this country and abroad its advocacy extends among an ever widening circle of people. Inevitably the time has arrived when the deaf community begins to perceive discrepancies between what is advocated and what is actually practiced.

Dharma is a Hindu term referring to a kind of inner virtue—holding firm to one's duty or nature. In the context of this month's message, dharma involves the courage of one's convictions and the willingness to persevere for a philosophy regardless of the setting, situation or time element. Communication dharma implies to me a quality of personal and professional integrity which includes both consistency and commitment.

From the standpoint of members of the National Association of the Deaf total communication has cradle-to-grave ramifications, that is, the concept does not have strictly educational or classroom application. Total communication has meaning for parents of deaf children the very instant hearing loss is diagnosed, and long before the child begins his formal schooling experience. For those interacting with the adult deaf the term has implications for rehabilitation counselors, for professionals in allied disciplines, for religious workers, for colleagues and fellow employees and ultimately for the involved general public.

Implicit in communication dharma is sensitivity and awareness to the "other" person, particularly in mixed public, professional and purely social gatherings. Of course by "mixed" I mean participation by both deaf and hearing in the communication milieu. This is a coin with two sides and an edge. Awareness needs to be present in both the deaf and the hearing person. When the deaf individual uses voice along with signs it helps the hearing person who may not have had the requisite exposure to manual communication to enable him to read signs only. By a greater token, consistent use of signs simultaneously with speech on the part of the hearing person demonstrates his awareness that lipreading is at best a demanding and frequently a nebulous art. The edge is those of us who will need an interpreter. As we see it, the function of an interpreter is to aid those who cannot, who know not or who care not due to insensitivity to direct communication values. Should these latter people be professionals in the field of hearing impairment (rehabilitation counselors, educators and others), it is doubly unfortunate that they have not developed at least a modicum of communication skills in their chosen area of employment. Invariably a communication situation will include people from disciplines not directly related to hearing impairment, or from the general public who do not know manual communication because of lack of contact or need. This we can understand and forgive.

Neither the hearing person in a group of silent ASL-communicating people nor the deaf person in a group of non-signing hearing people is completely at ease. It's not much fun to be a piece of furniture, visibly with, and yet not with the group. Communication is a half-circle, empathy is lacking. This is what is meant by being lonelier in a group of people than by oneself. It is an unnatural kind of solitude.

One of the important testing grounds for communication dharma is the annual meeting of the Conference of Executives of American Schools for the Deaf. This group should represent and reflect the educational leadership in this country and in Canada. There was a day when communication insensitivity at these meetings bordered on the obtrusive and blatant—when the deaf professional felt like a lone voyager on strangely foreign territory. The climate has improved considerably in recent years although changes have come slowly.

Genuine advocates of total communication realize that everyone, deaf and hearing alike, prefers direct communication without third party intervention. It is of paramount importance that we understand that the use of an interpreter as a communication vehicle is less than optimal and should be resorted to only on a real-need basis . . . for those unable to sign at all, or for the few who have two left hands and are facetiously referred to as "manually retarded." Similarly a reverse interpreter may be required for deaf persons whose speech may not be understandable because of room acoustics, or who just do not have sufficient speech to get across in either a large or small group presentation . . . the "orally retarded?"

We sometimes get the impression that some of our hearing professionals are trying to impress each other with their elocutionary abilities at the expense of the deaf element. We might ask to whom these people will ultimately be accountable? It should be pointed out that it is no less difficult for the deaf individual to "make an impression" with simultaneous communication, and he is the one with a disability.

At this juncture I would like to salute several of the truth-in-advocacy leaders as demonstrated by their participation at the most recent CEASD meeting in Rochester. As some of the sessions were held concurrently it was not possible to be present at every meeting; however, feedback is generally shared among the concerned deaf and hearing at such a meeting. These people left a decided impact at Rochester:

Edna Adler, consultant, Office of Deafness and Communication Disorders, Rehabilitation Services Administration, Department of Health, Education and Welfare, Washington, D.C.

Paul Culton, chairman, Hearing-Impaired Program, Golden West College, Huntington Beach, California

Gilbert Delgado, dean, Graduate School, Gallaudet College, Washington, D.C.

John W. Hudson, Jr., superintendent, South Dakota School for the Deaf, Sioux Falls, South Dakota

Henry Klopping, superintendent, California School for the Deaf, Berkeley, California

Robert Lennan, coordinator, Multi-Handicapped Program, California School for the Deaf, Riverside, California

Edward C. Merrill, Jr., who from his very first day as president of Gallaudet College has stubbornly insisted in direct simultaneous communication. Even though he was still learning the ABC's of sign at this time, he delivered his installation address without recourse to an interpreter regardless of how long it took him, and of any possible negative impact upon the hearing segment of his audience.

George Propp, Specialized Office for the Deaf and Hard of Hearing, University of Nebraska, Lincoln, Nebraska

John Shipman, superintendent, Wisconsin School for the Deaf, Delavan, Wisconsin

Jess M. Smith, assistant superintendent, Indiana School for the Deaf, Indianapolis, Indiana

Mental health is another significant service area in deafness. At a conference on mental health needs of the deaf earlier this year at St. Elizabeth's Hospital in Washington, D.C., we encountered another demonstration of the "expediency over principle" attitude. During the two-day workshop panelists and presentors Thomas Goulder, Boyce Williams,

Roz Rosen, Allen Sussman, Fred Schreiber and others utilized simultaneous communication as a matter of course. We were disturbed when one of the leading proponents of minority rights of the deaf, and in fact, an advocate of total communication, spoke to us through an interpreter. Even when a deaf professional rose and specifically requested that he use total communication, this was brushed aside with the excuse of limited time. Again, the dharma rang false. Consistency and adherence to principle become more important in terms of the old saying, "When in Rome, do as Romans do," and as far as we are concerned, the field of deafness is Rome.

Over the long haul it will be the schools, the programs, the people and ultimately the individual with communication dharma which will gain and maintain the respect and support of the national deaf community. In this disability area where communication is the handicap, it is total communication which will keep the wheels turning. Communication dharma will provide the guide and the measure.

HOME OFFICE NOTES

By Frederick C. Schreiber



With September the beginning of a new volume year for DEAF AMERICAN, the Home Office has undergone considerable changes. Nancy Kowalski has left us. Amy Gordon will be gone by the end of October and we have in this issue ads for both her replacement.

One of the more interesting aspects of the growth of the NAD is that we are being called to testify or represent the deaf community in an increasing variety of public functions. In the past month we have been asked to attend meetings on parks and recreation, epilepsy, science and technology, to name but a few. We have also come up with discussions regarding the National Center for Law and the Deaf and had the good fortune to arrange for the interpreters that were used by the Public Broadcasting Service for the Ford-Carter debates. The Nancy Kowalski in the debates is our former secretary. Mary Ann Royster on the other hand came from Gallaudet College. Together they made an effective team for the coverage and we hope that our readers will take time to write to PBS expressing their appreciation for PBS' taking the interest in providing this coverage. It is extremely important that this be done, at least if you want future events to get that kind of coverage. So why not take your pen in hand and do it NOW while the iron is still hot?

Work on Halex House continues. We have been plagued with bad luck in the sense that another one of our air conditioning units failed and had to be replaced to the tune of \$2,900.00. Then some kids got into the building one evening and vandalized it to the extent that one of our plate glass windows which is eight or ten feet high was broken. And we have had to put in air intakes on the street and top levels in an effort to improve the efficiency of the air conditioning and heating systems due to the high cost of energy. At the same time we have continued with our plans to move the book department to the ground level.

As this is written, we have torn down one wall and expanded the shipping department by closing up the hall that was heretofore wasted. In the future entrance to the shipping room will be through the book department. This will allow for more security and increase by a couple hundred square feet the amount of storage and stockroom space available. Simultaneously, we have succeeded in renting some of our vacant space so as to almost fill the building again. The move of the publications department to the ground level will

Opening for PUBLIC INFORMATION OFFICER National Association of the Deaf

Job Description

The Public Information Officer reports directly to the Executive Secretary and provides professional level assistance involving research, evaluation and dissemination of information. May also act as a liaison with clubs and organizations of deaf people.

Work Performed:

1. Assists the Executive Secretary in establishing editorial policy; determines format and style of all in-house publications; provides information on same to persons submitting copy; determines accuracy and appropriateness of copy content.
2. Assists the Executive Secretary in policy making regarding pricing and control of publication costs.
3. Arranges time schedules of publications with the Publications Supervisor.
4. Establishes and periodically reviews and/or revises policies and procedures of the Publications Department in conjunction with the Office Manager and the Publications Supervisor.
5. Responsible for the overall efforts and activities of the Public Information Department which include review of pertinent information, evaluation of promotional techniques and strategies and making recommendations to improve same.
6. Responds to requests for information from both internal and external parties; the task includes determining appropriate information sources, preparing and releasing information and maintaining resource library.

Specifications:

Position requires previous work experience in a related field which demonstrates the ability for, and inclination toward, decision making.

Proven editorial capabilities are required.

College degree is highly desirable.

Salary range for this position is \$16,000-\$18,000 with customary fringe benefits.

Interested and qualified persons may send applications, together with a comprehensive resume NO LATER THAN DECEMBER 30, 1976, to:

Dr. Mervin D. Garretson, President
National Association of the Deaf
3509 Kayson
Wheaton, Maryland 20906

mean that the Executive Secretary will move again back to the office previously vacated and his office will become the conference room while the original conference room will be fixed up and offered for rent as another office. All of these things will be accomplished soon. One additional change will be in the telephone system. The new telephone system will be more flexible than the old one and about twice as costly. But with the offices on two levels the need for a system that would permit us to talk to each other and to switch from one line to another has become critical and like it or not it had to be done.

In the interim we have attended numerous meetings. October turned out to be a bad month. We took part in the meeting of the advisory board of the new Helen Keller National Center which is the new name for the National Center for Deaf-Blind Youths and Adults, and in the dedication of the center as well. Following that we also participated in the regular meeting of the advisory board of the Deafness Research and Training Center, both of which were in New York and on Long Island. Then we met with the board of the International Association of Parents of the Deaf over the immediate target and one that we can reach.

weekend in Silver Spring. A press conference was held with the Federal Communications Commission on the status of Line 21 on October 12.

Following that we returned to New York in company with Barbara Olmert, Mary Ann Locke and Terrence J. O'Rourke to attend a publishers workshop in an effort to improve our publishing and direct mail marketing skills. This is a very critical factor to our future. While we have continued to grow steadily insofar as our publishing program is concerned we believe there is considerable more room for growth, and are making every effort to expand our operations so as to find sources of funding for other NAD programs, all of which depend on the publications division for financial support.

At the moment, we have completed payment for the Proceedings of the World Congress of the World Federation of the Deaf. The cost of printing this 550-page document exceeded \$50,000.00. The book sells for \$25.00 and only 3,000 copies have been printed. With such a limited number of copies available it is sure to become a collector's item and we suggest you get your copy now. That brings us to the other project that needs to be firmed up: Which is "Christmas Is Coming." And we have something for everyone in our mail order division—prices that run as low as \$1.75 for Sign Language Playing Cards to \$575.00 for 16mm Bell and Howell Autoload movie projectors.

Elsewhere in this issue is a list of things you can give for Christmas that will delight the recipient and do double duty by supporting the NAD as well. This is one way of providing support for the NAD at little or no cost or even at a saving. The saving could come from purchasing our See n' Sign handviewer. I am advised that local toy stores sell the Fisher-Price version for \$7.95. At the NAD the price is still \$5.00. These hand viewers use the same Fisher-Price Disney Cartridges. They are made by the same company. Selling by mail permits us to sell for less.

Among the staff changes is the departure of Nancy Kowalski who has become, we are told, the assistant director of the American Coalition of Citizens With Disabilities. She

has joined Dr. Frank Bowe who is the ACCD's director. To be explicit, they are working on a specific research project which it is hoped will lead to a fulltime staff for the ACCD. Also leaving is our Public Information Officer, Amy Gordon, who will terminate her employment the end of October. Nancy's place has been taken by Barbara Kausch who formerly was employed at Gallaudet College in the Sign Language Programs. Barbara had filled in when Nancy was hospitalized.

There have been other changes as well. One of our long-time, part-time helpers, Bill Young, is now in college. Bill has been a part-time worker while in high school and we miss him already although he still helps out when his studies permit. In his place we have Billy Ailstock who also is a high school student. We still have Maurice Tomdio and occasionally use Rafel Pinchas of Israel. Maurice and Rafael are both at Gallaudet College and we are pleased that we are able to assist in furthering their education.

We have new tenants in the building. We hope to add offices for the NCLD's Legal Defense Fund, and are in the process of setting up a computer time sharing project that will permit vastly expanded services and better fiscal control. The CSP program also continues to grow but their report is printed for all to read so we will say no more on that subject.

The last week in September saw a second annual meeting of RSA Region III representatives at Virginia Beach. This has always been a multi-agency meeting which has generated some really outstanding results in Delaware and Maryland as well as the other states in the region. Region III includes, Virginia, West Virginia, Pennsylvania and the District of Columbia in addition to Maryland and Delaware. Among the more recent results is the determination of Delaware to set up a Delaware Association of the Deaf. This will join the latest one in Vermont which indicates a steady growth and interest in the NAD. We also know that Rhode Island and New Hampshire are interested in forming their own state organizations and have great hopes that by 1980 all 50 states will be Cooperating Members of the NAD. This could be an

Council Bluffs Police Officers Learning Sign Language

On September 22, thirty Council Bluffs police officers toured the Iowa School for the Deaf and communicated with the students in sign language. The tour, from 10:00 to noon, was part of a special Iowa Western Community College police-sign language class, one of the few in the nation. The class was suggested last spring when Council Bluffs Chief of Law Enforcement Nick Sulentic talked with the Council Bluffs Silent Club about local law enforcement.

The eight-hour class helped police learn to communicate better with the deaf and understand some basic deaf psychology. IWCC Adult Education Vocational-Supplemental Coordinator Grant Hunter said because deaf persons are missing important sensory input, they tend to be cautious of the non-deaf, especially of strangers.

The new class taught police to say, "I'm Officer McDonnell. The roads ahead are icy, please drive carefully." The class was part of the police officers' required weekly upgrading and training program. The second of three police daytime shifts completed the class with the tour on the 22nd.

A more advanced police sign language class is being proposed for January.

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10. Extent and nature of circulation

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A. Total No. Copies Printed (Net Press Run)	7627	7400
B. Paid Circulation		
1. Sales through dealers and carriers street vendors and counter sales	48	40
2. Mail subscriptions	7100	6980
C. Total Paid Circulation	7148	7020
D. Free Distribution by Mail, Carrier or other Means		
1. Samples, Complimentary, and Other Free Copies	50	45
E. Total Distribution (Sum of C and D)	7198	7065
F. Copies not distributed		
1. Office use, left over, unaccounted, spoiled after printing	429	335
2. Returns From News Agents	0	0
G. Total (Sum of E, F1 and 2—should equal net press run shown in A)	7627	7400
11. I certify that the statements made by me above are correct and complete.	JESS M. SMITH, Editor	

IRS Toll-Free TTY Service Available Beginning December 1

Beginning December 1, 1976, TV-phone/teletypewriter (TTY) users throughout the United States, except Alaska and Hawaii, will be able to call the Internal Revenue Service toll-free for information and answers to Federal tax questions.

IRS employees trained in TTY operation will be answering the phones weekdays, 8:30 a.m. to 6:45 p.m. EST (7:30 a.m. to 5:45 p.m. CST, 6:30 a.m. to 4:45 p.m. MST, and 5:30 a.m. to 3:45 p.m. PST). TV-phone/TTY users in Indiana, where the equipment is located, should call 800-382-4059. In all other states, the number is 428-4732. The service is year round.

IRS assistants will answer questions on dependency exemptions, the earned income credit for low-income taxpayers, medical deductions available to deaf and hearing-impaired taxpayers, including deductions for TTY equipment, hearing aids, cost and care of hearing ear dogs, cost of sending children to special schools, etc. They can also give information when taxpayers receive bills or notices from IRS.

The IRS urges those with TTY equipment to add the toll-free numbers to their TTY directories.

Public Comment Sought On Civil Rights For The Handicapped Regulations

The Department of Health, Education, and Welfare has asked for public comment on a proposed regulation to protect physically and mentally handicapped individuals from discrimination in Federally-funded programs. The proposed rules, written to implement Section 504 of the Rehabilitation Act of 1973, will protect the rights of handicapped individuals who work or receive services at institutions receiving assistance from HEW.

The proposed regulation applies to all schools, colleges and health and social service agencies that receive Federal financial assistance from HEW. The non-discrimination requirements cover the services offered by these organizations as well as their employment practices.

The proposed regulation protects those people traditionally recognized as being handicapped. It also protects a much larger group of individuals who have been discriminated against because they have such problems as heart disease or cancer.

Several key provisions of the proposed regulation are:

- Schools and colleges should make their programs accessible to handicapped students.
- All new construction should be free of barriers to handicapped people.
- Health, welfare and other social services should be accessible to handicapped people and should be provided in a nondiscriminatory manner. As an example, a social service organization that normally deals with clients on the telephone would have to communicate with deaf people in another manner.
- Employers must not refuse to hire qualified persons because they are handicapped.

Twenty-two of the 43 sections of the proposed regulation were changed or clarified in response to public comments received by HEW's Office for Civil Rights. In addition to publishing the proposal for comment, 22 town meetings have been planned throughout the country to generate comment and put together a final regulation to be published later this year.

Handicapped Workers Get Back Pay For Discriminatory Practices

Companies are making back pay awards as high as \$9,000 to a handicapped worker who claims discrimination in employment.

A report in the current issue of Newsletter for Industry-Affirmative Action for Handicapped People shows that the Department of Labor, Office of Federal Contract Compliance Programs negotiated back pay awards in such industries as research and development, electronic equipment, cement and chemical plants, farm and industrial equipment manufacturing, hospitals, paper products, schools and airlines.

The awards were made under the Rehabilitation Act which requires Federal contractors to develop affirmative action programs to recruit, hire and offer appropriate careers to handicapped workers.

Harold Russell, publisher of the Newsletter for Industry, said that these back pay awards prove that the law will be vigorously enforced.

The more than a million companies that have Federal contracts must watch developments. So far only nine states have been hit by back pay awards, but these range from Florida to Hawaii.

Joseph Varasanyi	New Jersey
Janice Ofman	Illinois
Edward L. Krest	Pennsylvania
Carol A. Smith	Michigan
Dorothy Ringheisen	Florida
Barbara Lincoln	California
Laura B. Hoffman	Massachusetts
Georgianna I. Saporita	New York
Kuniji Sagara	Hawaii
Carter E. Bearden	Georgia
Jan Wells	Arkansas
Janice I. Blanck	Michigan
Susan L. Sasek	Illinois
Allie M. Joiner	Washington
Estelle L. Provow	Washington
Grace Fontaine Fuller	Massachusetts
Tom Posedly	Arizona
Claudine Clark	Minnesota
Edward R. Blake	Pennsylvania

National Association Of The Deaf New Members

Ruth Karner	Illinois
Diane Marie Hazel	Indiana
Margie L. Bridges	Texas
Rev. Myron Prok	Ohio
Mary Jane Pendley	Tennessee
Mrs. Margaret Naumes	Michigan
Nyna Sue Dement	Minnesota
Diana Jo Walborn	Ohio
Mr. and Mrs. Anthony Von Dolteren,	Florida
III	
Joyce E. Robinson	South Carolina
Angela Carollo	Canada
Linda Warren	California
Antonia Turtzo	Pennsylvania
Mrs. Jeanne L. Long	New York
Keith Dewitt Muller	New York
Gladiola M. Polivka	Tennessee
Charlene Lavine	Georgia
Juanita McGlamery	Nevada
L. Waunell Shumate	New Mexico
Lark Dickstein	New York
Lynn Dickson	New York
Lupita Garza	Mexico
Keith Vinci	Connecticut
Debbie Connors	Florida
Patricia Ann Finnerty	New York
Faye Ogburn Wilkie	California
Jomarie Branstad	California
Mr. and Mrs. Anthony Mowad	Louisiana

Jean Johnson	Michigan
Glenace L. Humphrey	Missouri
Jo Ellen Dutcher	California
Joan Marie Young	California
Ingie Olias	Michigan
Joanne Bortner Campbell	Pennsylvania
Sally O'Neal	Oklahoma
Donna Rambin	Louisiana
Barbara Osborn	California
Maree Jo Keller	California
Deborah Moufang	New Jersey
Larry Berke	Maryland
Deirdre M. Good	Massachusetts
Carolyn J. Borso	California
Sharon K. Speer	Iowa
Arayln D. Dennison	Michigan
Marina L. McIntire	California
Rev. Rudolph Gawlik	District of Columbia
Doris R. Hill	North Carolina
Dr. and Mrs. Mickey Jones	Illinois
Danielle Wesley	Ohio
Barbara J. Stern	Maryland
Donna Oakes	Illinois
Mrs. W. L. Pittman	Texas
Mr. and Mrs. Jess Pope	Massachusetts
Sister Mary Ann Garvey	Maryland
Jean Wilkes	Texas
Ann Hatch	Louisiana
Judith E. Galehouse	California
Lorene Wolf	Oklahoma
Joan Andrews	Texas
Regina Scaramuzzino	California
Susan Grahm	Illinois

Contributions To Building Fund (Halex House)

Effie Anderson (in memory of Tom L. Anderson)	\$100.00
Esther W. Hoppaugh (in memory of Frank Hoppaugh)	25.00
Mr. and Mrs. Gordon Allen	30.00
Sally Shields	5.55
Edward Weiler	10.00
Mr. and Mrs. Marvin Neuschwanger	15.00
Dianne D. Fried	10.00
St. Mary's Bible Class (in memory of Mrs. Carrie Herrmann and Miss Ola M. Brewer)	15.00
Terry Wright	10.00
Mr. and Mrs. Fred P. Armstrong (in memory of Carrie Herrman and Miss Ola M. Brewer)	5.00
Mr. and Mrs. Marvin Kuhlman (in memory of Miss Mary Bowen and Miss Letita Sausser)	10.00

Increased Payments

Effie Anderson	\$200.00
Esther W. Hoppaugh	93.70
Mr. and Mrs. Marvin Kuhlman	124.80
St. Mary's Bible Class	35.00
Edward Weiler	150.00
Terry Wright	55.00
Mr. and Mrs. Fred P. Armstrong	79.70

The Fate of Line 21: Will the Deaf 'Hear' TV?

THE WASHINGTON POST, September 7, 1976

Some time this fall, the Federal Communications Commission (FCC) will make a decision that will be of great importance to the 13.4 million Americans who are deaf or whose hearing is seriously impaired.

The issue concerns the seemingly arcane question of the allocation of Line 21 on the television screen—the first non-visual line above your TV picture. But what the question really involves is whether we are willing to use available technology to maximize the enjoyment of television by the hearing impaired.

The Public Broadcasting Service (PBS has been transmitting on Line 21 as part of continuing series of experiments with "closed" captioning since 1972. "Closed" captioning refers to the process by which subtitles for television shows can be broadcast so that they are only visible on sets which have a special decoding device. Widespread use of such captioning would enable those with hearing problems to "hear" as well as see what is happening on their television screens.

The results of four years of experimentation with closed captioning have been an unqualified success. Aided by two grants from HEW, the Public Broadcasting Service installed decoding equipment at 12 test sites throughout the country. PBS broadcast a number of its most popular prime-time shows (most notably "Upstairs, Downstairs" and "The Adams Chronicles") with "closed" captions. A nationwide survey of 1,400 viewers conducted by Gallaudet College here in Washington found that 94 per cent would purchase a home decoder if it were available.

The costs of closed captioning are relatively modest, particularly when compared with most expenses associated with television broadcasting. A network spends an average of \$270,000 to produce an hour of prime-time television programming and a broadcast quality video tape machine can run as much as \$140,000.

In contrast, PBS estimates that with the aid of a computer, it costs them less than \$1,000 to provide a complete set of captions for a 60-minute program. The only major expense is the captioning equipment itself which runs between \$25,000 and \$50,000—but this is a one-

Mr. Leahy is a Democratic senator from Vermont. Mr. Percy is a Republican senator from Illinois.

time cost. After interviewing several manufacturers, PBS estimates that home

decoders could be marketed within a year at a cost of less than \$125. This means that most Americans with hearing problems could have access to captioning without undue financial hardship or government subsidy.

The FCC is determining the future of Line 21—and by implication "closed" captioning—because the Public Broadcasting Service petitioned the Commission last fall that Line 21 be available for captioning on a permanent, rather than experimental basis. PBS argued that four years of experimentation had proven successful and that the commercial developers of decoders need some assurances that closed captioning has the full support of the FCC.

Given the history of closed captioning and its support by PBS and such groups as the National Association of the Deaf, one would assume that there would be little difficulty in securing FCC approval for the petition. But the PBS request became the center of controversy when the petition drew the opposition of all three commercial television networks.

The reasons for network opposition to allocating Line 21 for "closed" captioning are curious, since nothing in the petition would require them to provide "closed" captioning. It would merely make Line 21 available for transmitting captions by any network or station which chose to provide the service.

The networks offered a grab-bag of explanations for their objection to the permanent assignment of Line 21 to "closed" captioning. Some of the network arguments are simple to dismiss. For example, they contend that Line 21 should remain open for some unspecified future need. Since "closed" captioning would bring tangible benefits to more than 13 million Americans, it is difficult to imagine a more pressing future need, particularly since it is possible that Line 21 could be utilized in more than one way.

The networks also argue that successful captioning of many types of programming is not technologically possible. This is disputed by the record of the PBS experiments. They found that for many dramatic programs, such as "Upstairs, Downstairs," it is possible to project captions at a rate fast enough to reproduce virtually all the dialogue. For other types of programming, captioning can still convey the gist of what is happening without significant loss of content.

Because of this solid phalanx of opposition from the commercial networks, the future of "closed" captioning is very much in doubt. If the permanent allocation of Line 21 for "closed" captioning is granted by the FCC, it is likely that within two years 13 million Americans will be able to fully enjoy the television programming that so many of us have come to take for granted. However, if the FCC accedes to the network's wishes and postpones permanent assignment of Line 21, then a great opportunity to enhance the lives of those with hearing problems will be lost.

The FCC closed official comments on the PBS petition in May. But they have made clear that they are still willing to take cognizance of comments by individuals received after that date. While the FCC, like all regulatory agencies, does not base its decisions solely on the letters it receives, they do play an important role in alerting the commission to the feelings of the general public and particularly the feelings of those who will suffer from a missed opportunity if the petition is denied.

One of the most encouraging developments in recent years has been the government's growing sensitivity to the problems of the handicapped. It would therefore be both ironic and rather cruel if the FCC did not take positive steps to encourage the development of a system which promises to allow the hearing impaired to fully enjoy television.

Gerald Burstein Heads NCJD

At its Boston, Massachusetts, convention last August, the National Congress of Jewish Deaf chose Gerald Burstein of Riverside, California, as its president. Other officers: Emanuel Golden of Bowie, Maryland, vice president; Kenneth Rothschild of Poughkeepsie, New York, secretary-treasurer; Adele Shuart of Adelphi, Maryland, and Alvin Klugman of Los Angeles, California, board members. Alexander Fleischman of Greenbelt, Maryland, was reappointed executive director.

The next convention of the NCJD will be held in 1978 in Beverly Hills, California.

The NCJD is a national organization for Jewish deaf with interest in religious, cultural and fellowship areas. Included are 12 affiliates in various localities of the United States.

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or

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An Interview With Lewis Hoskins

Editor's note: The following feature article appeared in the Fall 1976 issue of the Deaf Arkansan, publication of the Arkansas Association of the Deaf.

By Nancy Jackson



Lewis Hoskins and a trainee at Arkansas Agency for the Blind. Lewis is teaching her to read fingerspelling and signs tactually.

Lewis Hoskins was born a normal child in 1929 in Matewan, West Virginia. At the age of two, he suffered from meningitis which left him partially deaf and blind. He wore heavy glasses until he was thirteen when the retinas detached, leaving him totally blind. He retains partial hearing today, but only enough to detect loud noises, and only with the help of a hearing aid.

He attended the West Virginia School for the Deaf and Blind, and later, the Virginia School for the Deaf and Blind. Before coming to Arkansas, Lewis was employed at the Virginia Workshop for the Blind, the Industrial Home for the Blind in Brooklyn, New York, and the National Center for the Deaf Blind, also in Brooklyn.

Mr. Hoskins is now employed at Arkansas Enterprises for the Blind as a teachers' aide. He is very helpful to instructors at AEB where he teaches braille to deaf-blind trainees, and teaches them to read sign language by touch.

Although Lewis lives in the dorm at AEB, he is considered a staff member, and is free to come and go as he pleases. This year, Lewis represented AEB at several meetings across the nation.

He attended the national convention of the National Association of the Deaf-Blind of America held in San Francisco, California. He was a panelist in the deaf-blind awareness workshop during the NAD convention in Houston, Texas. He also visited the Tennessee School for the Deaf in Knoxville, Tennessee.

Always interested in helping others to gain a greater understanding of deaf-blindness, Lewis agreed to discuss his personal viewpoints on the subject with the readers of the Deaf Arkansan.

"What are your personal feelings about your deaf-blindness?"

"I have been deaf and blind all my life. I have learned to accept my disability, so I do not have the adjustment problem that many people must cope with. I know that I cannot change my handicap, so I do not waste time worrying about it. However, I do feel that the deaf-blind have many

problems that they must learn to handle each day."

"What are some of these problems?"

"These problems include transportation, communication, education, employment, understanding, acceptance and loneliness. I would like to discuss each of these problems one at a time.

TRANSPORTATION: A deaf person can drive a car, catch a bus or walk if necessary. A blind person can pick up a telephone and call a cab, or with mobility training, can learn to catch a bus or learn to listen to traffic sounds and cross streets independently. A deaf-blind person can learn to travel in a familiar area, maybe in his neighborhood, but he must depend on assistance when crossing streets, or when travelling in unfamiliar places.

COMMUNICATION: I can only talk with one person at a time, and only if that person is within my reach. If I am in a crowded room, and no one is within three feet of me, I might as well be in a closet. It is very easy for me to misunderstand, so communication is often very slow.

EDUCATION: Very few deaf-blind people have attended college. Many colleges, even today, are reluctant to accept a deaf-blind student. Not only must deaf-blind students have interpreters for each lecture, they must also have their assignments read to them, and must be present to assist with all homework and tests, and to guide. Because this interpreting is so demanding and time consuming, it is necessary to have six or seven full-time interpreters so they can switch and rest from time to time. Few people can afford to hire that many interpreters, and they are not easy to find.

EMPLOYMENT: Few places are willing to hire a deaf-blind worker. Almost the only opportunity open to the deaf-blind is in sheltered workshop doing repetitive, assembly work. This is not satisfactory for many deaf-blind.

UNDERSTANDING, ACCEPTANCE AND LONELINESS: Many people view a deaf-blind person as a strange thing, and are afraid of them. They do not think that a deaf-blind person is able to be a friend and enjoy life. Because of these things, and because of the very nature of deaf-blindness,

many deaf-blind are very lonely and isolated. And, because a deaf-blind person must wait until another person reaches out to him first, many deaf-blind are very pitiful. I am lucky, I do not have these problems as much as some of my friends, but I think it is important that people understand the situation that we are in."

"What are your hopes for the future of the deaf-blind population?"

"Naturally, I would hope that all these problems will be solved, but I realize that will take a long time, and in the case of transportation and communication, it will be necessary to be dependent for some things.

My greatest hope is that people will learn to understand the problems of the deaf-blind, and will be willing to help with the things that can be changed.

Many more volunteers and interpreters are needed to help with everyday situations such as shopping, paying bills and interpreting so that the deaf-blind can be more independent. In Seattle, Washington, for example, many deaf-blind people live in apartments because there is a very good volunteer program, and the volunteers help with shopping and so forth.

I would also hope for more interaction between the deaf

and the deaf-blind. After all, we speak the same language. Most programs for the deaf-blind are with agencies for the blind, and communication between the blind and the deaf-blind is almost impossible. This tends to isolate the deaf-blind, and makes it difficult to meet and associate with deaf people. My dream is that the NAD and the NADBA will merge and work together on this situation.

I would first encourage a program to educate people about deaf-blindness, and its causes. And I would hope that employers would be reached and encouraged to hire deaf-blind persons in positions that they are able to fill. But most of all, with more knowledge, people will gain a better understanding of deaf-blindness, and will accept them as regular people. After all, I am a dirty old man, just like every one else."

ABOUT THE AUTHOR . . .

Nancy Jackson is an instructor at Arkansas Enterprises for the Blind. She teaches Home Arts to the deaf-blind. Nancy, a native of Monticello, graduated from UCA with a BSE in Home Economics. She had no prior experience with deaf or blind persons, and received her training "on the job," and at several regional workshops. She is working on her Master's degree in rehabilitation teaching and also attends sign language classes.

Deaf Leadership, CSUN And The Dan Cloud Award

By McCAY VERNON, Ph.D.

Western Maryland College, Westminster

This award is tremendously gratifying for many reasons. The most important of these is that the Dan Cloud Award comes from people and from a program that stands up for the rights of deaf persons. Dr. Jones, Dr. McIntire and CSUN have done this since their beginning in deafness in 1964. For example at that time, and for at least seven or eight years thereafter, total communication was a bad word in education in the United States and elsewhere. Even more importantly it was worth one's job and one's entire professional future to take a stand in support of total communication. Even teachers and schools that used total communication denied it. When important visitors came to these schools, the use of total communication was stopped and oralism only was demonstrated exclusively. Any professional who wanted to get ahead gave at least lip service to oralism and this was over 99.9% of professionals.

From a personal perspective, during this period, I was writing and speaking in support of total communication. The speeches and articles resulted in unbelievably vicious attacks by oralists. Those who knew the importance of total communication to deaf children would sit in silence while oralists attacked me through journals and at professional meetings. After the meetings and privately these same people would say to me or to deaf people, "You are right about total communication. You are doing a great job, Vernon. Keep it up."

Publicly these same professionals nev-

er said a thing in behalf of total communication and many openly condemned it. The degree of hypocrisy during this period was almost beyond belief and quite an education about the nature of human beings. One incident is especially vivid. Gene Mindel, a child psychiatrist in deafness, and I were speaking in Chicago to a large group of day school teachers and college faculty. One after another of these oralists raved on about how horrible Dr. Mindel and I were. After the meeting was over, and nobody in that group of 2,000 had said one word in support of total communication, five people came up privately in the hotel and said, "You're right Vernon. Keep up the good work." Two of those people had spoken in support of oralism at the meeting. The other three had been afraid to support what they believed in and what they knew was right for deaf children. They sat there in silence. All five of these people now hold lucrative administrative jobs in schools practicing total communication. It is now the expedient approach for many professionals.

The point to be made is that Dr. Jones and the CSUN program were taking a stand during this period. Dr. Jones and CSUN were the only college or university faculty member or program which was doing this in an open and forthright way.

With regard to opportunities for deaf people during this period, they were not fully accepted into any graduate teacher education programs. No deaf teachers worked in day schools. In the entire U.S., only one deaf person held an administrative job in academic education. He was an adventitiously deafened man who was hired as a parting gesture only

after his superintendent had announced his retirement. In this very hostile environment to deaf people the only program taking deaf students in full graduate status, providing them interpreters and believing in them were CSUN and Dr. Jones. This program has given 210 qualified deaf people an opportunity for graduate study no one else would give them. Almost all of these deaf professionals appreciate it and avidly support the program. A few took what they could get from CSUN and Dr. Jones and have either openly sold the program that gave them their chance down the river or else have obtained positions where they could help the program and they have done nothing. When Dr. Jones, CSUN and I were fighting with the Bureau of Education for the Handicapped (BEH) for the rights of deaf people in the education of deaf children, key professionals who were making a living from deaf people were trying to curry favor and money from BEH by giving them written support for policies that discriminated against deaf people. Thus, if you look at two key issues, total communication and the rights of deaf people to prepare for and assume leadership roles, it is clear that CSUN and Dr. Jones have stood for the interest of deaf people when it was painful to do.

Other examples could be given from areas such as interpreting, the development of sign language, the growth of sound integrated programs, moving deaf professionals into day schools, beginning adult education, preparing deaf teachers and giving to parents a powerful voice in the education of deaf children. In all of these areas Dr. Jones and CSUN have been the pioneers. They were the ones who took the stand on these issues when

This paper was delivered at the annual Dan Cloud Award Program, California State University, Northridge, July 9, 1976. Dr. Vernon was the 1976 recipient of the Cloud Award.

the issues were not popular, when it took courage and the willingness to put ones job and professional future on the line. Without CSUN and Dr. Jones most of the opportunities deaf adults and children now have would be non-existent.

One reason for bringing all this up is to give fair and long overdue credit to both Dr. Jones and CSUN for their visionary "raw guts" roles in what has been a significant beginning in the emancipation of deaf people. A second reason for bringing all of this up is that the Dan Cloud Award has deep personal and professional meaning for me tonight because it comes from a program with the commitment to deaf people CSUN has, and it comes from people such as Dr. Jones and Dr. McIntire with the foresight and courage of convictions to stand up for the rights deaf people should have.

Achievement of Deaf People in Education

Now let's go a step beyond all of this and ask, "What has been the achievement of deaf people in education?" This is not an easy question to address, much less answer, but let's look at it in terms of eight major changes in the field of deafness over the last decade.

Sign Language—The first of these is the emergence of sign language and total communication as an effective tool for education for family life for deaf children and adults, for religion, for art and theater and for intellectual and social survival for deaf people. For years the National Association of the Deaf (NAD) and other organizations of the deaf had argued in vain for the integrity and value of the language. They convinced a few hearing professionals such as Lou Fant (in his case his own parents did the job), Dr. Ray Jones, Dr. Ursula Bellugi, Dr. Hilda Schlessinger, Dr. Kay Meadow and others. These professionals then gave impetus and professional stature to what the deaf community had been arguing for years. However, ultimately it has been the deaf adult who has given depth and integrity to sign language and to total communication.

Interpreting—A second major progressive step in the last decade has been the development of interpreting services. Until this was begun right here at CSUN, deaf people were almost completely closed off from all but one institution of higher learning in the world. Few hearing people have any concept of the value interpreting has for deaf people. It is they, i.e., deaf people themselves, who have fought for interpreting services through their own organizations and through programs like CSUN where the success of deaf students with interpreters has educated hearing professionals to their value. We may in the future see the day when the thousands of deaf children now being mainstreamed in public schools will have the interpreters they need in order to have a fair chance at an education.

Mainstreaming—A third major change in the last decade has been the growth of day and integrated programs. For years these programs were the exclusive domain of oral only hearing teachers and administrators. It was only after deaf teachers and administrators entered those programs that the programs began to meet the educational and psychological needs of deaf children and their families. Roy Holcomb, Herb Larsen, Ed Corbett and many other deaf graduates of CSUN have pioneered these changes and they all began right here in California.

Adult Education—The beginning of adult education is the fourth major change of the last decade. Dr. Robert Sanderson, Dr. Vic Galloway, Dr. Tom Mayes and others, all of whom are deaf and all of whom have been given initial support and impetus right here at CSUN, have pioneered adult education for deaf people thus enabling many deaf adults to keep up with their hearing peers in job skills and in avocational kinds of activities.

Others — Telephone communications, teacher preparation, specialized rehabilitation services for the deaf, expanded postsecondary opportunities, better services for the multiply handicapped and the increased role parents have in what happens to deaf children are other major changes of the last decade in deafness. In each of these areas of change and progress, deaf people have played key and direct roles that most of us understand and recognize. A role deaf students and deaf professionals have played that is far more subtle and less understood but equally important, is their role in teaching hearing students and teaching hearing professionals the meaning of deafness. Ninety-nine percent of what I know about deafness has not come from textbooks or classrooms. It has come from my wife who is deaf and from deaf colleagues. At Western Maryland College most of the learning that goes on does not take place in the classrooms. It occurs in the dorms where hearing and deaf graduate students mix and the hearing learn from their deaf peers what deafness is all about. No doubt exactly the same things happen right here in CSUN's programs.

Summary

In conclusion, two points need to be made. The first is important and it is that deaf people have played the key roles in education progress for deaf people over the last decade. They have done this in direct and readily apparent ways we can all observe, but they have also done it by teaching hearing professionals the facts of life. The final concluding point is to say thanks to those responsible for this award and for you who were kind enough to come here tonight.

Lexington School To Provide Infant Center Fellowships

Fellowships for teachers to work at the Infant Center of the Lexington School for the Deaf, New York City, will be provided for the first time, starting next year. The Infant Center is one of the few facilities in the world which provides diagnostic, educational and other specialized services to hearingimpaired infants and their parents. Located in the Jackson Heights section of Queens, the Infant Center was set up in 1966 to provide these services and also to conduct research and training.

Five fellowships, each with a \$3000 stipend, will be provided for the five-month period of February 1 to July 30, 1977. Teachers who wish to live on the campus may obtain room and board for \$2000. Applicants must have experience as a teacher or participant in a program for deaf infants and agree to return to such a program in order to implement the Lexington School techniques.

Applications, including college transcripts and description of current work, should be sent to Dr. Leo E. Conner, Executive Director, Lexington School for the Deaf, 30 Avenue and 75 Street, Queens, New York 11370. An interview at the Lexington School is essential prior to acceptance.

Posters In English And Spanish Promote Speech And Hearing Services

Tiene usted problemas de lenguaje o audicion?

Do you have a speech or hearing problem?

Posters about these questions are being distributed, in Spanish and English versions, by the Lexington School for the Deaf.

Diagnostic, therapeutic and educational services for speech and hearing handicapped children and adults are available at the Lexington School for the Deaf, New York City. The posters note that many deaf people can hear something and can learn to use hearing to different degrees.

The posters have been printed in Spanish as part of a campaign to reach Hispanic people, who often are unaware or afraid to utilize speech therapy, lip-reading instruction, hearing evaluation, psychological testing, and other educational and therapeutic services. The Lexington School staff of educators, speech therapists, psychologists, audiologists and other experts includes personnel who speak Spanish, Greek, Italian, Chinese, Yiddish and other languages.

Posters and other information can be obtained from the Lexington School for the Deaf, 30th Avenue and 75th Street, Queens, New York.

News From The Past . . .

By BARRY STRASSLER

The Deaf And Civil Service

Featured in THE SILENT WORKER, April 1908)

The Civil Service Commission, of the years yonder, had a clause which barred the deaf from taking examinations for possible employment. The clause, as included in the set of regulations adopted on October 25, 1906, said: The following defects will debar persons from any examinations—insanity, tuberculosis, paralysis, epilepsy, blindness, total deafness, . . .

This precipitated an angry exchange of letters by Richard Otto Johnson, superintendent of Indiana School for the Deaf, senators, the Civil Service commissioners and President Theodore Roosevelt.

The rationale of the commission was that very few deaf persons had applied and passed the examinations in the past (from 1883 when the deaf were permitted until 1906 when this practice was stopped), thus causing the commission considerable embarrassment by having to inform the exam-takers of their failure.

Wrote Superintendent Johnson to this alleged reply: "The communication of the Commission to the President is not all satisfactory and appears to me rather lame excuse for its action in denying the educated deaf the privilege and right of examination which had been theirs for 23 years prior to 1907. During that period the Commission says, 'very few of these defective persons (insane, consumptive, paralyzed, epileptic, blind and deaf) applied for admission, very few passed, and very few received appointment.' Outside of the deaf, of course none of the other classes enumerated could very well perform clerical services and were properly rejected; and the deaf are improperly classed with them. Such classification is unjust.

"Comparing the number of hearing persons with that of deaf and mute persons, no doubt as large a proportion of the latter sought examination, and passed, as among the hearing-speaking. And anyhow, the number has nothing to do with the case—the one deserves fair play and justice as well as the thousand. Discrimination because of numbers is unjust.

"If the deaf person, having entered the lists, fails, that is not the government's concern—many hearing speaking persons with all their faculties also fail. If the deaf person passes the examination then he should be certified for appointment as a deaf person with, or without speech as the case may be; for all deaf people are not speechless. If he is rejected finally

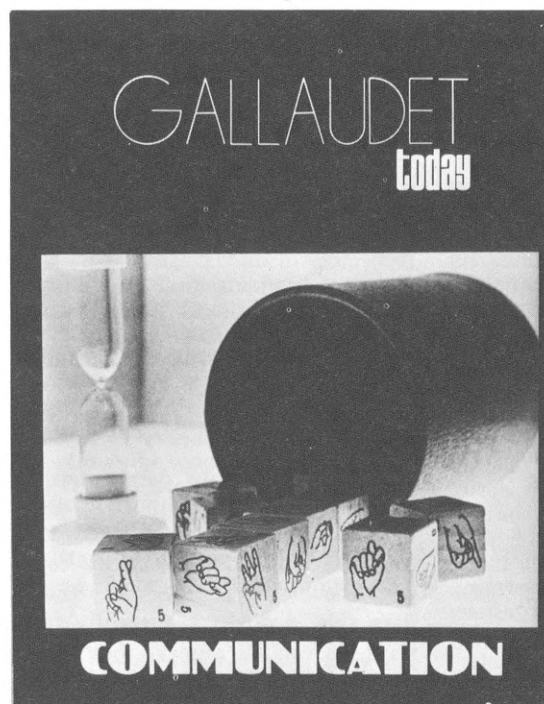
because of incapacity for some particular place or line of work in which hearing, or speech, or both, are imperatively required, then it is his misfortune, not the government's fault. As with the hearing speaking applicant who sometimes fails of appointment, or is found incapable after appointment, and has to retire, so with the deaf; if he has grievance without cause it may be disregarded—if with cause heed should be given; those who are employed for the purpose of examination, certification and appointment should bear the responsibility, even the petty annoyances incident hereto.

"In this connection it may be granted that Departments alone know the needs and conditions of the service and that the decision whether a deaf person can be accepted must be left to the appointing officer; but this decision by the appointing officer should be made conscientiously and without partiality or prejudice, and should never be made simply to "relieve themselves of em-

barrassment." There are hundreds of clerical and other places in the service wherein the bright and well-educated deafmute will perform his duties faithfully and with all possible credit to himself and to all others concerned; and the coming twenty-three years will add to these places and find the deaf better and better prepared to fill them.

"The deaf do not expect created offices or vacancies, do not expect consideration of personal necessities; do not ask sympathy, official or otherwise; do not ask to be relieved by self-constituted official guardian of 'the trouble and expense of the process' of examination, but they do ask which is their birthright in this democratic country of ours, the right of honest and upright citizens, and taxpayers if you please, to aspire to public position thru competitive examination. And neither the arbitrary ruling of a created Commission, endorsed tho it is by the President, nor the 'relentless rejection' of appointees by department officers, should prevail. The whole thing is unjust.

"This matter is not closed, should not be closed by the deaf, nor allowed to be closed by others; and constant effort should continue for a 'square deal'—that much vaunted shibboleth of the powers that be at present—but which is denied in the present instance!"



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Sweeping Reforms Announced In HEW Regulations Steps

HEW Secretary David Mathews has instituted sweeping reforms in the way the Department develops and issues its regulations. Most extreme of these is the requirement for HEW to consult broad segments of the public before it puts pen to paper in preparing controversial regulations mandated by Congressional action or compelling administrative need.

"For far too long HEW has gone to the public in these situations only to tell them what it intends to do. From now on our first step will be to ask the people of this country what they think we should do. We will not put forward a major proposal until people who are affected by it have their say," Secretary Mathews said.

Departmental communication with the public will be through town hall type meetings, advertisements, public service announcements, news releases, professional and service organization, mailings, the *Federal Register* and HEW's 10 regional offices.

The Mathews' reforms insist on feedback to the public on the scope and nature of their comments. Feedback will

be included in both proposed and final regulations. The public normally will have 45 days to comment following publication of both HEW's intent to regulate and its proposed regulations. Each of these documents will include the name of a person in HEW who can be contacted for clarification or further information.

Other parts of the reform package call for:

- Training session for department regulations writers so that regulations are written in clear, concise English.
- Review of regulations to determine if they are, in fact, doing what was intended.
- Modification of regulations which impose too numerous or needlessly complex requirements on program administrators. (For example, a special task force is now at work in HEW simplifying the Medicaid regulations).

Secretary Mathews also announced nullification of directives which prohibited the Department from distributing proposed regulations before they were published in the *Federal Register*. At the discretion of HEW agency heads,

Brenda Maiers Named To Head MSSD Instructional Division

Brenda Maiers has been named Director of the Division of Instruction at the Model Secondary School for the Deaf (MSSD), a federally-funded facility on the campus of and operated under the authority of Gallaudet College. She assumed the position on July 19 after serving as associate professor and principal of Campus Laboratory School at Eastern Connecticut State College for two years.

At MSSD Ms. Maiers functions as school principal with responsibility for the overall management of the Division of Instruction, which is comprised of 15 departments with nearly 100 instructional and support personnel. The Division provides instruction and associated management services to the school's deaf adolescents.

Her duties also include active participation in the development, evaluation, and dissemination of curriculum and management models for other programs and schools for the deaf.

these now may be made available in advance, but with the proviso that their availability be made known to the public at large.

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What's Happening

In Continuing Education

By DR. ELAINE COSTELLO

The Center for Continuing Education, Gallaudet College

Utah School For The Deaf Alumni Reunion

The Utah School for the Deaf Alumni Reunion was held June 24-26 in Ogden, U. The three-day event was attended by 370 alumni from as far away as Oregon, Idaho, Colorado, California, Nevada, Arizona and Indiana. It was the first reunion scheduled at the Utah School since 1894.

Historical movies and a historical reunion book containing pictures and history of the alma mater and tribute to staff members who had retired or had served 20 years or more were scheduled nostalgic parts of the program.

A picnic and recreational activities, like bingo, chess and softball, provided opportunities for the participants to renew old acquaintances and share memories. An award night gave recognition to the alumnus who was the oldest person attending the reunion, the alumnus who traveled the farthest to attend and the person who had the most members in his family.

On the last day of the reunion, a Back-to-School Workshop was scheduled. Seventy-four ladies and one gentleman attended the session which was taught by Celia May Laramie Baldwin and Dora B. Laramie. There was no generation gap when it came to the go-back-to-school program. The minicourse, "More Meat for Your Money," prepared by the Gallaudet College Center for Continuing

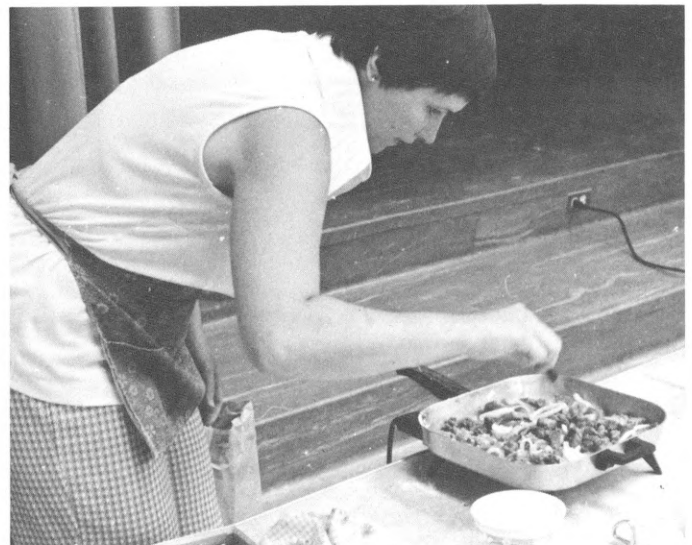
Education, held the attention of the participants whose ages were from 22 to 83. Activities during the session included a 24-minute captioned videotape of a home economist demonstrating meat substitutes and the proper methods of preparing meat to avoid shrinkage and loss of moisture.

The two instructors led discussions of how to save money on meat and demonstrated how to cook Spanish Liver. The aroma of liver and onions attracted many outsiders who were not attending the session. Surprisingly, many who loathed liver, liked the dish. Participants took home recipes and booklets with money saving suggestions.

The memorable reunion came to a close Saturday evening with a banquet. Songs and jokes climaxed the never-to-be-forgotten event.

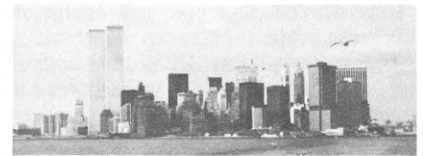
For more information on "More Meat for Your Money, and other minicourses, please contact:

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Center for Continuing Education
Gallaudet College
7th and Florida Avenue, N.E.
Washington, D.C. 20002



UTAH SCHOOL REUNION—Left: Seventy-five alumni participants in the reunion's Back-to-School Workshop. Right: Celia May Laramie Baldwin prepares Spanish Liver as part of the minicourse, "More Meat for Your Money."

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RID CONVENTION CROWD IN ST. PETE—This is the 1976 RID Convention in St. Petersburg, Florida, where many old familiar faces can be seen. You can tell from the smiles on everybody's face that there was fun in the sun in abundance. The RID voted to maintain its independence, rejecting a preferred merger with the PRWAD. It also made substantial increases in its dues structure with the new dues schedule as follows: General membership, \$10.00 per year; Reverse Skills Certificate \$12.50; EIC/ETC \$15.00; CSC \$20.00 and legal or other specialties at \$5.00 additional per specialty. Also a \$1.00 per capita fee on chapter members in addition to individual dues. With **THE DEAF AMERICAN** eliminated from the dues package the increase ranges from \$5.00 to \$20.00 a year, and is necessitated to continue RID operations.

Is Our Professional Interpreting At The Ceiling?

By **LAWRENCE R. FLEISCHER**

There have been so many happenings in the American scene in the past 10 years; however, the deaf Americans might experience by far more changes in the scene that benefited them when we refer to the same yardstick to measure both groups. Various opportunities which were given to the deaf during the 10-year span seems to be like a cornucopia, and would be very difficult to rematch if they're not unequal to any decade since the birth of our nation. The deaf Americans would see eye to eye that one of the movements that contribute very much to the better quality of their lives is the work of the

Keynote address, North California, RID Conference, April 1976.

Registry of Interpreters for the Deaf. From the seed money of a Federally-sponsored workshop on interpreting for the deaf at Ball State Teachers College in 1964, we have witnessed tremendous growth in interpreting professionalism.

Along with the tumult of minority group rights, with the widespread concept of mainstreaming, with the expansion of postsecondary educational opportunities for the deaf, with the rapid ascendancy of deaf persons to professional levels, especially in education, and with greater exercise of their privileges as citizens, interpreting needs have multiplied. The pace hasn't slowed down because more and more deaf people take advantage of interpreting services

for various reasons. Yet there are many deaf people who haven't had the opportunity of utilizing interpreters. Also, there are many deaf people who have had the opportunity but aren't totally satisfied with the services. Thus, the intent of this paper is to mention the source of dissatisfaction expressed by deaf people from all walks of life and suggest increased professionalism in hopes of making interpreting services satisfying to more deaf consumers.

First and foremost, numerous interpreters we have seen aren't ready for their assignment. Yet, they are interpreting. From my view, the interpreting professionalism may be in jeopardy when the services requested by the deaf, for ex-

ample, in the college classroom, must be filled regardless of the interpreter's complete and advanced training for appropriate entry level. You can be assured that no one thinks exactly the same for entry requirements. This may sound permissible for college classroom interpreters to have a different standard of interpreting competencies while the professionals cry aloud if it occurs "likewise" in the legal setting.

We realize that the neophytes who aspire to become interpreters must gain their experience somewhere. More often, they are placed in the classroom for their initial exposure, even with some pay and with little supervision. Very little criticism is voiced by the professionals with respect to the classroom interpreting done by individuals who obviously need further training.

They, as a whole, might view the priority differently from some deaf individuals that the opportunities received by the deaf outweigh the mandated level professional competencies possessed by an interpreter in any setting. The decision maker would immediately face a dilemma that if nobody else but the certified interpreter is allowed, the opportunities for the deaf may be greatly reduced. So they would rather keep silent, hoping things will turn out satisfactorily to both deaf students, who are envisioning greater opportunities, and substandard interpreters, who are accumulating more experience.

The substandard interpreter and the standard interpreter look alike to the college professor who occasionally has deaf students in his class. He might

be content with the fact that the deaf students in his class are receiving supportive services which enables them to follow his class. The deaf students who face the substandard interpreter may increasingly become passive in their participation in class. They simply let things go quietly by for the sake of continuing some kind of service in lieu of vociferating that which may curtail further services. Sometimes I wonder if they would rather have no substandard interpreter in their class in order to let the professor know of their needs, then the professor could cry aloud, "Where is the interpreter?" The professor's plea could influence the professionals to intensify the training process, bringing up each prospective interpreter to high level preparation before one enters "real situation" interpreting.

The way I perceive the situation described above is that the deaf really are the losers once again, when they have almost no choice for accepting less than full-fledged interpreters who aren't up to the par of "entry requirement." Which direction should we go? Do we go to lesser opportunities for the deaf based on quantity of interpreters with little respect to the quality?

The best route is, as practiced in any professional organization, to maintain the highest quality possible and to increase the quantity without impairing the quality. The attempt to professionalize any organization should be built from the inside for the purpose of exerting the influence to their membership in reflection of what is actually ap-

propriate for them to practice in their profession, and to promote the interested individuals for entry in the field.

In reference to classroom interpreters, their completion of training should be highly correlated with the standard level of interpreting proficiency. When they begin interpreting in the classroom, they should be expected to obtain a certification from the Registry of Interpreters for the Deaf. One possible solution to overcome the deficiency is to upgrade the training process in preparation of the interpreters to the level of "passing the RID certification" before placing any interpreters in classrooms with some compensation. The RID should be more involved in dictating the guidelines for any program which accepts responsibility to train the prospective interpreters. The medical association group, for instance, dictates to any institution which prepares individuals for the field. Through their collective leadership in designing the chart of training process, they always think in terms of the "best" prepared program in connection with one's desire to enter the particular field. The educational institution in cooperation with the professionals consequently adopts the guideline from them. Our interpreter professionals in the past have contributed very little input in curriculum development of any program that prepares interested individuals to become interpreters. Many went on their way and became professional when they secured a certification from the national organization through their passing tests.

In short, "quality vs. quantity" interpreting is a painstaking issue at the present time. In terms of the mandated services to the deaf for their attainment of basic rights, most of us tend to concentrate on the availability of the interpreters without really knowing their competencies; however, the best investment one can bring to the interpreting professionalism is through vigilance of their profession and through their greater voice in instructing the educational institution on how to best prepare individuals to become interpreters.

The second item related to the persistent problem of the interpreting professionalism deals with the reverse interpreting. Should we discourage any interpreter whose expressive skills are adequate to start interpreting until the competency for reverse interpreting is considered to be satisfactory? This way we encourage the interpreter to realize the equal importance of possessing reverse skills as well as expressive skills. More and more deaf people with varied ability in their expression are utilizing interpreting services. Some of them could easily feel that they are deprived of full participation by the services of an interpreter with poor reverse

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skills. When the time encourages their interaction with non-signing individuals, they quickly become passive for the time being until the better reverse interpreter enters their scene. I wonder if a different type of existing RID certification perpetuates the notion that one can become an interpreter just for one-way communication. In other words, the system, in a way, encourages the lesser attainment of the overall interpreting skills, thus lowering the quality of the standard of professional interpreters.

Another possible pitfall stems from the technique of teaching sign language where the emphasis is very great on expressive signing from the outset of the instruction. We should have a closer look at teaching techniques of sign language with the shift of the early emphasis of expressive skills to receptive skills. A stronger foundation of receptive skills could lessen the difficulty in learning the reverse interpreting skills. In many cases, errors made in reverse interpreting are in part due to one's inability to grasp the context of the story, especially when given in Ameslan. When deaf people do recognize the interpreter's weak mastery of Ameslan, they often forego their "native" language and use some mode of manual English to the reverse interpreter so as to make it easier for the in-

terpreter to convey the message to someone by voice. With respect to their switch to manual English, Ameslan-preferred signers might feel unconsciously repressed that their message was not fully conveyed. In addition, reverse interpreting with the deaf signers is, without a doubt, not an easy task, in the form of "hard-core signing." "Hard-core signing" is that the individual uses his best ability of signing, mainly in Ameslan, with the feeling of no restriction in thought process and no change needed for the sake of ease to the reverse interpreter. What is crucially important is to let them feel comfortable with the particular medium of communication. Should the interpreter who is struggling with Ameslan make the deaf person abandon his native language and use English?

Let us look at the practical situation of the teachers' and learners' interactive process of instruction. Successful learning experiences stem from the high efficiency of conceptual exchanges. With the deaf person who uses the interpreter, it's crucially important to note that the conceptual exchanges play a far more essential role than a good language model, i.e., English through verbatim interpreting. Therefore, greater flexibility should be accounted for in the training program in order to prepare

the interpreter in dealing with dichotomy of Ameslan and Signed English signers. At any rate, the effort taken by the interpreter towards the breadth of expressive-receptive skills is, without a doubt, upgrading the professionalism.

A vital link that has not yet been connected in the upgrading of interpreting professionalism up to this moment is coming from the dearth of research studies. How can we advance our knowledge in the field without research work? I need not explain in great detail the importance of research work, but I need constantly remind the interpreting profession to allocate some time and energy into research because the nature of the task pursued by them at the present time is almost exclusively geared to training.

In summary, the higher expectations and production in the quality of the interpreter in any setting calls for attention to the professionals. Suggested actions which I have mentioned very briefly may be considered indefensible for the route to increase professionalism, but your attention to the pressing issues could lead you to alternatives to the same purpose. The deaf people will always count on you for the betterment in their standard of living.

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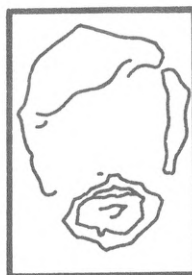
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OCTOBER 1976

THE DEAF AMERICAN — 17

Pilipinas



By Carl A. Argila

85-E Kamuning Road
Quezon City
PHILIPPINES

Mainstreaming In Manila

My father used to call them "school pains." My mother's "cure" was my father's razor stop. But the only good that did was get me to school—the pains persisted. From the time I was in Grade 2, until about Grade 6, I was subject to the most excruciating stomach cramps. Funny thing was, they only came on school days—they would begin shortly after breakfast and become more intense as the time to leave for school approached. And never would they occur on a Saturday, Sunday or during school vacations!

It was only during my adult years that I understood what caused these seemingly very real pains—I hated school. It was not just a dislike. I intensely hated school with every fiber of my being—and no wonder! Bundled in our little uniforms we sat glued to our seats, feet on the floor, hands folded, not daring to move a muscle lest the ever present hardwood ruler

"WE BELIEVE . . .

. . . THAT A CHILD LEARNS BEST WHEN THE SITUATION IS MEANINGFUL TO HIM AND NON-THREATENING."

be used on our palms or the back of a bony hand slap our faces.

With these memories still very vivid in my mind, it was with great concern

that I noticed the same kind of hate for school developing in Cecilio. But that contradicted everything we had hoped for—Cecilio should have **loved** school not hated it. He was one of the first students in our country's only total communication school; his teachers, recent Gallaudet graduates, were deaf; he had a free and open communication environment—but then, on the other hand, Cecilio's teachers had just recently arrived in the Philippines—they were having a most difficult time adjusting to their new environment (some call it "culture shock"). The teacher's attitude was no doubt sensed by the children, and repeated incidents of the children being manhandled created more concern. To make matters more difficult, the teachers were staunch AMESLAN supporters,

" . . . THAT A CHILD'S FEELINGS AFFECT HIS BEHAVIOR TO A GREATER EXTENT THAN PRECEPTS AND ADMONITION."

porters, whereas the official school policy was that only Signed English be used. This was particularly difficult for Cecilio since we drilled on Signed English at home extensively, but he was using virtually a different sign language in school.

I had no doubts that these youthful, idealistic teachers would eventually adapt

to Filipino culture and that the school would resolve its "getting started" problems and become a top-notch institution—but those of us with older deaf children are racing against time. Our children need an established, effective program—and they need it **now**. For these reasons and for others which I shall touch upon in future "Pilipinas" columns, I began to think seriously of what educational alternatives might be available for Cecilio.

Enrolling Cecilio in another school or class for the deaf was out of the question—as DEAF AMERICAN readers who have followed our articles in these pages well know, the situation for education of the deaf in the Philippines is quite bleak (indeed that is why so many of us have been working for so many years for a change). For years I had followed with great interest the progress

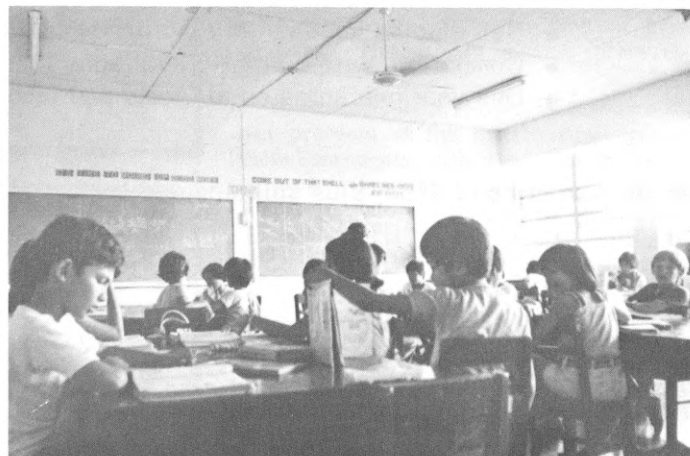
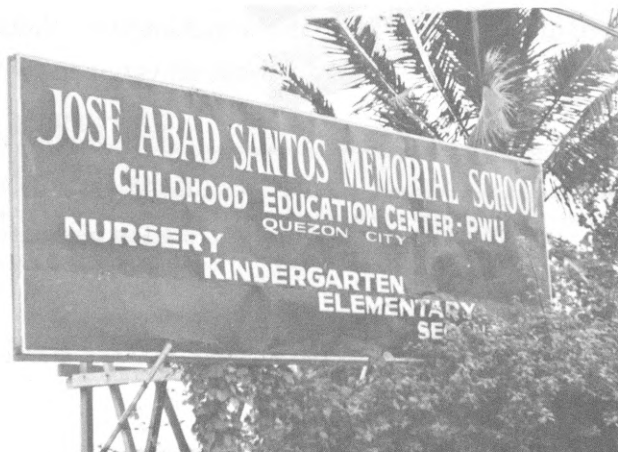
" . . . THAT CURRICULUM CONTENT DRAWN FROM CURRENT LIFE EXPERIENCE HOLDS MORE MEANING FOR TEACHERS AND CHILDREN THAN CONTENT CHOSEN FROM TEXTS."

of "mainstreaming" in the United States and other countries (a fad which came about after I had left the U. S.) and this certainly seemed like the only alternative I had. For years we had said that a developing country like the Philippines could never "afford" a secondary program only for the deaf and that the best we could hope for is to provide our deaf children with a sound elementary education and help them to "mainstream" into regular vocational or academic secondary programs as they might qualify. But the thought of "mainstreaming" a child into a primary program was just

" . . . THAT WHAT A CHILD LEARNS, FOR HIMSELF AND THRU HIS OWN OBSERVATION OR INITIATIVE, WILL HAVE A MORE LASTING EFFECT THAN WHAT IS TAUGHT TO HIM BY OTHERS."

not considered.

Since both public and private schools in the Philippines are under the very close supervision of the Department of Education and Culture we approached



Left: Quezon City's Jose Abad Santos Memorial School (JASMS) has been the Philippine's pioneer in educational innovation. JASMS is the first school in the Philippines to "mainstream" a deaf child. Right: Cecilio has been "mainstreamed" into a regular Grade IV class. He has been with the same group since Grade III.



Left: JASMS has been a pioneer in the "individualized instruction" field. There are rarely any formal "lectures," but rather children work independently at their own pace. Cecilio receives individual attention from his teacher, Ms. Erlinda Aninao. Right: Deafness is no barrier between Cecilio and his classmate "Bong" de Jesus. The hearing children relate to Cecilio as a human being; his deafness is simply forgotten.

this government body about the possibility of "mainstreaming" a deaf child into a regular elementary program. It had never been done, we were told, but there was no "law against it"; we only needed to find a suitable school with a willing principal.

Surely it was Providence which led us to one of the most unique schools in the Philippines, the Jose Abad Santos Memorial School (JASMS) located not more than a mile from where we live! JASMS is the end product of nearly half a century of pioneering work in the field of education by Mrs. Doreen B. Gamboa, who came to the Philippines from the United States in the early 1930's. I could never describe adequately my impressions the first time I entered JASMS; one immediately notices that the children don't wear uniforms—JASMS is the first school, public or private, I've seen in the Philippines where the children don't wear uniforms; as Mrs. Gamboa put it, "We want the children to each have their own personality." The next impression one gets is how open and outgoing are the children; shyness isn't "taught" at JASMS! One can't describe in a single word or phrase the "system" at JASMS—it's the "open classroom," "individualized instructed," "non-graded school" all rolled up into one—
"... THAT A YOUNG PERSON'S URGE TO IMPROVE HIMSELF AND THE ENVIRONMENT WHICH SUPPORTS HIM, IS THE ACTIVE FORCE IN LEARNING." but it's more than that—JASMS is an experience. I particularly like Mrs. Gamboa's description of JASMS as a "child development center." The quotations we have included on these pages will give the reader some idea of JASMS' philosophy.

As one educator has put it "Mainstreaming a deaf child is more than giving him a seat in the front of the room." Certainly JASMS would be the type of environment which would give Cecilio both a conducive atmosphere for learning, as well as the experience of re-

lating to "the hearing world"; I could not think of a more ideal environment for "mainstreaming."

Mrs. Gamboa agreed to a trial period to see how Cecilio would adjust to the JASMS environment—and how JASMS would adjust to Cecilio! And it was love at first sight! On November 1, 1975, Cecilio was officially enrolled at JASMS—the first deaf child to be "mainstreamed" in an accredited primary school in the Philippines. It is difficult to describe how our lives have changed in this past year. The most obvious changes are, I guess, the things which have disappeared—gone are Cecilio's outbursts of temper; gone are his moods, his pouting for hours. Cecilio eats better and no longer throws-up his food, which used to be the case.

Socially, Cecilio has developed more self-confidence which shows even in the way he walks. Cecilio, who had been so shy with hearing people, now takes public transportation alone and goes back and forth alone to school every day (quite an accomplishment for a nine-year-old deaf child in the Philippines). Cecilio can even go to the store alone, writing notes when necessary, and handling unexpected situations with ease and self-confidence.

As an educator, I'm most impressed by Cecilio's academic improvement. Because Cecilio would be the only deaf child in a hearing school of over 500 children, with teachers who had never even seen a deaf child before, it was felt that academic progress would lag behind social and emotional development. That has not been the case. Cecilio began in the equivalent of Grade 3 and is now in the equivalent of Grade 4—this means only that he is with children of his own age group. His academic work has started from scratch—and his progress has been nothing short of remarkable. In non-verbal areas, such as arithmetic, he can usually keep up with his classmates. In language development he still lags behind his class-

mates, but is able to communicate quite well with his teachers by written notes—his classmates have quickly picked up Signed English and it's sometimes hard to tell who's deaf! Having poked and probed Cecilio over the past year with all sorts of IQ tests, we've found that his "IQ" has been slowly, but steadily increasing.

Though we shall touch upon this in future columns, I can't end without mentioning how successful we have been with Signed English—Cecilio is developing a deep understanding of the different roles which a single English word can assume and even though we have a different sign for every English word, our communication is fast, fluid and relaxed. Cecilio has a Signed English vocabulary at least as great as the spoken vocabulary of a hearing nine-year-old child and it has been such a thrill to watch his English syntax develop as he uses his written and sign language in school and at home.

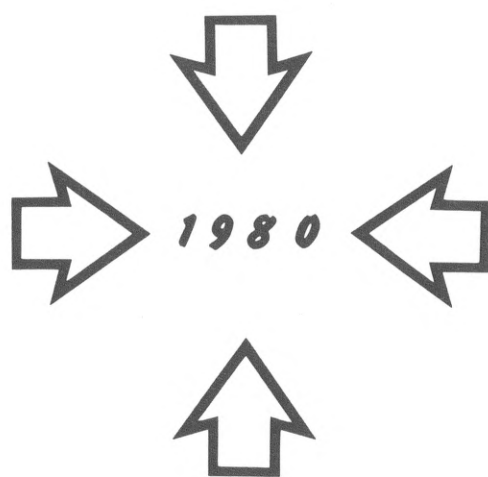
Perhaps the greatest testimony to "mainstreaming" comes from Cecilio himself—"I love school," "I love Mrs. Gamboa," "I love Ms. Aninao" . . . and the list goes on and on, usually ending with "and I love 'MM'" (the school cat). Nope, no "school pains" for Cecilio.

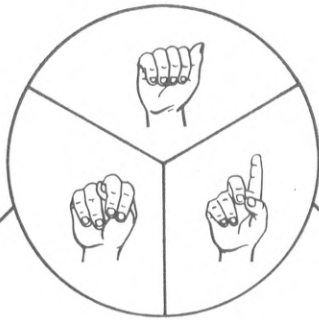
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Author's Note: In response to requests we've received about how to go about adopting a deaf child from overseas, our next two columns will deal with adoption, first some of the personal considerations and then the legal technicalities involved. Next month: "On Being an Un-Wed Father".

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COMMUNICATIVE SKILLS PROGRAM

Terrence J. O'Rourke, Director

Edward C. Carney, Assistant Director

Angela K. Thames, Adm. Assistant

O'Rourke Addresses Graduate Students NAD Participates In Regional Workshop

On Friday, September 17, 1976, Terrence J. O'Rourke, Director of NAD Communicative Skills Program, was guest speaker at Gallaudet College. Initiating the Colloquium Series for the Graduate School for the current academic year, Mr. O'Rourke spoke to a large audience composed of graduate students who are training to become teachers, audiologists, counselors or administrators. Also in attendance were many Gallaudet College instructors and administrative personnel as well as professionals working with programs for hearing impaired persons in the Metropolitan Washington area.

Mr. O'Rourke chose for his topic, "Everybody's Doing It." He traced the history of the teaching of sign language from its earliest known beginning in Europe through to the publication of the very few books on American Sign Lan-

guage which were available prior to the 1960's, and on to the current proliferation of such publications. Currently, he outlined the activities of the Communicative Skills Program throughout its nine years under his direction. Included was an explanation of the program thrust in relation to the (changing) needs of Federal and state vocational rehabilitation service programs for deaf clients, and a brief description of the ongoing Sign Instructors Guidance Network (SIGN) which is designed to upgrade the skills of teachers of sign language and to monitor a Sign teacher certification program.

The Colloquium was followed by a cookie and punch reception for Mr. O'Rourke in the Student Lounge of Hall Memorial Building where students and others had the opportunity to ask questions and discuss various topics with the guest speaker.

NAD Participates In Regional Workshop

Frederick C. Schreiber, NAD Executive Secretary, and Edward C. Carney, Assistant Director of the NAD Communicative Skills Program, were participants in the second annual Region III Workshop on Deaf Awareness in Virginia Beach, Virginia, September 27-30, 1976. The workshop was sponsored by the Professional Rehabilitation Workers with the Adult Deaf with financial support and cooperation from the Regional Rehabilitation Continuing Education Program and the Office of Rehabilitation Services (both of Region III).

Approximately 100 persons were in

attendance from the Region III states of Delaware, Pennsylvania, Maryland, West Virginia and Virginia, as well as the District of Columbia. The meeting arrangements were made under the guidance of Ed B. Porter, PRWAD consultant on training programs. Mr. Schreiber served as a member of the planning committee for the workshop, while Mr. Carney was a member of a discussion panel which was composed of representatives of consumer groups. Official theme for the deliberations was "The Right to Be More Than Just Deaf."

CSP Conducts Madonna Workshop

Madonna College in Livonia, Michigan, has several new and thriving programs in the area of deafness. In support of these programs, the administrators arranged with the Communicative Skills Program of the NAD to conduct a training workshop at the college August 30-September 1, 1976.

Edward C. Carney, Assistant Director, NAD/CSP, was in charge of the workshop. He was ably assisted by Eric F. Malzkuhn, instructor in drama, Model Secondary School for the Deaf. "Malz," as he is almost universally known, has a wealth of background knowledge and experience in both education and theatre. Among his numerous bonafides are experiences in teaching drama and sign language at both Gallaudet College and California State University, Northridge, play adaption writing and drama instruction in summer training programs for the National Theatre of the Deaf and uncounted workshops for interpreters as well as for beginners in the use of signs.

Major thrust of the Madonna College workshop was toward an orientation to deafness and beginning skills in the use of manual communication. Staff at the college have arranged for adequate follow-up in the way of formal classroom instruction in sign language for credit. Participants numbered approximately thirty and included lay persons as well as religious from the faculty and staff. Among the many exciting and encouraging aspects of this training was the fact that, albeit she already possessed usable expressive skills in sign language, one of the enthusiastic participants was Sister Francilene, president of Madonna College.

Kenneth O. Rust has major administrative responsibility for the programs in the area of deafness. In addition to the original program of training interpreters for the deaf, current offerings include opportunities for deaf students to enroll in the undergraduate programs of the college using interpreters and notetakers, and a continuing education program for deaf senior citizens.

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Kenneth O. Rust, Director of Interpreter-Communication Project at Madonna College, mans the videotape machine.



Eric Malzkahn, drama instructor at Model Secondary School for the Deaf, instructs graphically in mime.

Grant Extension For CSP

The Communicative Skills Program of the National Association of the Deaf has received notification from Rehabilitation Services Administration, Office of Human Development, Department of Health, Education and Welfare, that its request for continuation of its training grant has been approved. Notification of the award was contained in a recent letter to the Executive Secretary of the NAD from Dr. Andrew S. Adams, Commissioner of Rehabilitation Services.

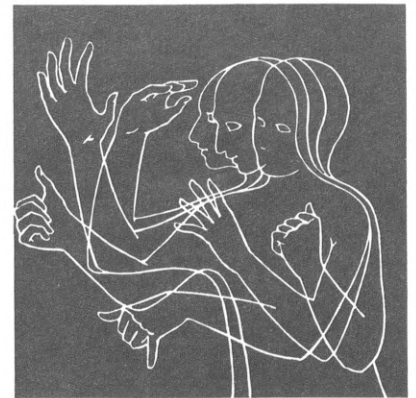
The award, in the amount of \$74,712, is the second made under a three-year extension of the Federal support program which was announced last year. The extension will enable the CSP to continue its national role of sign language training under the NAD. Although this is a multi-faceted program, recent efforts have been concentrated in the area of training workshops for sign language teachers and through its national organization for sign language teachers (SIGN) to provide guidance, materials, curricula and the like in the field of sign language teaching and learning.

NAD/SIGN Certifies Teachers

As has already been reported, following evaluations conducted at a workshop held in conjunction with the NAD Convention last summer, the NAD, through its Sign Instructors Guidance Network has awarded certificates attesting that they are qualified teachers of sign language to the following persons:

Comprehensive

Jo Baker, Houston, Texas.
Janice Cagan, Watertown Massachusetts.
Susan Childress, Knoxville, Tennessee.
Ann Guidry, Kenner, Louisiana.
Betty Ingram, Petal, Mississippi.
George Johnston, Milburn, New Jersey.
Terry O'Rourke, Silver Spring, Maryland.
Eleanor Propp, Lincoln, Nebraska.
Marvin Sallop, Houston, Texas.
Larry Berke, Washington, D.C.
Ed Carney, Beltsville, Maryland.
Dennis Cokely, Adelphi, Maryland.
Marjoriebelle Holcomb, Newark, Delaware.



NATIONAL SYMPOSIUM ON SIGN LANGUAGE RESEARCH AND TEACHING

HYATT REGENCY CHICAGO
MAY 30 - JUNE 3 1977



FOR INFORMATION CONTACT:

Angela K. Thames
NAD/NSSLRT
814 Thayer Avenue
Silver Spring, Maryland 20910

Beverly Jackson, Concord, California.
Willard Madson, Washington, D.C.
Dwight Pittman, Knoxville, Tennessee.
Nancy Rarus, Simsbury, Virginia.
Jane Wilk, Alexandria, Virginia

American Sign Language*

Helen Rebok, Brownsville, Texas.
Marie Jean Philip, Boston, Massachusetts.

Manually Coded English*

Karen Penna, Rochester, New York.

Comprehensive Provisional

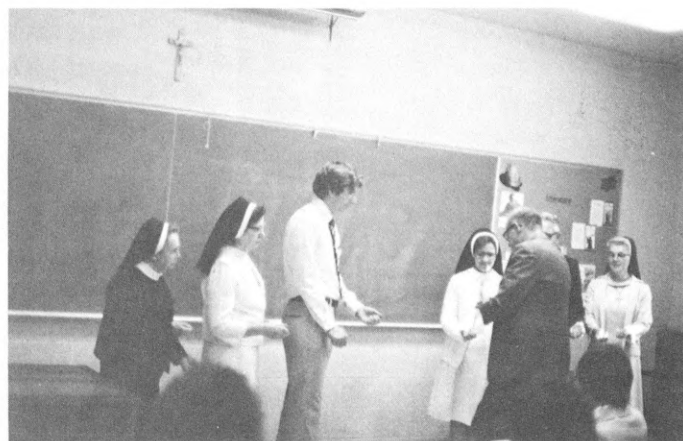
Adele Shuart, Adelphi, Maryland.
Elizabeth Loven, Pasadena, Texas.
Ruth Sandefur, Knoxville, Tennessee.
Ted Bealer, Toronto, Canada.
Manually Coded English Provisional
LaTonne DeShazo, Fort Worth, Texas.
Nanette Jurisich, River Rouge, Louisiana.

Gretchen Matisse, South Orange, New Jersey.

Phyllis Fletcher, Albuquerque, New Mexico.

Judith Kweitko, La Palma, California.

Certification in categories marked with an asterisk (*) is valid for a period of five years. Provisional certifications are for one year only, with the expectation that holders of such certification will acquire additional training and experience which will enable them to undergo re-evaluation and achievement of "permanent" certification prior to the close of calendar year 1977.



MADONNA COLLEGE WORKSHOP—Left: Amused by it all are Sr. Rose Marie, Sr. Lydia, Sr. Damascene, Sr. Angelis and Sr. Rachel (left to right) all of the Madonna College faculty. Right: Malz prepares tug-o-war with imaginary rope for (left to right) Sr. John Francis (instructor in science), Sr. Angeline (instructor in art), unidentified staff member; Sr. Rose Marie (instructor in mathematics and assistant director of Development); Brother Colgan; and Sr. Lydia (librarian).

Sign Instructor's Guidance Network (SIGN)

A personal data questionnaire will be mailed to new members upon receipt of membership dues. It should be returned promptly to SIGN at the address given below. Membership certificates will be issued to all new members and are valid for a period of one year. Membership certificates in no way presuppose any rating of the qualifications of the individual as a teacher of sign language. They do, however, make you eligible for the evaluative examinations leading to professional certification. These evaluations will be conducted periodically at times and sites which will be determined and publicized well in advance.

CHECK ONE

- ☐ Yes, I want to join the NAD's organization for Sign Language Instructors (SIGN) and become immediately eligible for all benefits i.e., Advancing Membership in the NAD, which includes a one year subscription to THE DEAF AMERICAN magazine, and 20% discount on single items of publications produced by or specifically for the NAD for my individual use. Make check for \$25 payable to the NAD. Membership good for one year.
- ☐ Yes, I want to join SIGN and am already an individual Advancing Member of the NAD. Enclosed is my check for \$10 giving me membership in SIGN and making me eligible for the 20% discount on single items for my individual use of publications produced by or specifically for the NAD. Membership good for one year.

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Sign Language Neurolinguistics Conference Attended By O'Rourke

Terrence J. O'Rourke, Director of the NAD Communicative Skills Program, was a participant in a conference on Sign Language and Neurolinguistics September 24-26, 1976. Organized by Drs. Patricia Siple and Harry Whitaker of the Department of Psychology, University of Rochester, the sessions were held at the American Hotel in downtown Rochester, New York.

Conference discussions centered around current research on such topics as the historical base of American Sign Language, acquisition of Sign by autistic children, auditory comprehension in aphasia, facial kinesics in ASL, linguistic analyses of ASL, delayed language acquisition and the like.

An interdisciplinary meeting, the conference brought together leading authorities in the fields of psychology, psycholinguistics, neuropsychology, language de-

velopment and physical medicine as well as noted researchers in these and related areas. It is anticipated that many of the professionals who participated in the Rochester conference also will attend the National Symposium on Sign Language Research and Teaching to be held in Chicago in 1977. The 1977 meeting, first of its kind, will be co-chaired by Mr. O'Rourke and Dr. Ursula Bellugi, Director of the Laboratory for Language Studies, the Salk Institute, under the joint sponsorship of the NAD, the Salk Institute for Biological Studies, Gallaudet College and California State University, Northridge. (Details elsewhere in this section).

Future NAD Conventions

1978—Rochester, N. Y.

1980—Cincinnati, Ohio

1982—St. Louis, Mo.

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Foreign News

By YERKER ANDERSSON

ITALY: The first TTY communication between Milan and Washington, reported in the May issue of *THE DEAF AMERICAN*, was a big news item in Italy.

THE PHILLIPPINES: The official newsletter of the Southeast Asian Institute for the Deaf, Inc., reports that the deaf American teachers are doing a good job. Ms. Frances Parsons was instrumental in recruiting deaf teachers from the United States for this institute.

WEST GERMANY: The deaf mimic Bronislaw Machalski of Cologne, Germany, appeared on TV at Bing Crosby's invitation last spring. He will come here again next year. He appears under the artist name "Miko." (*Dovebladet*, Vol. 60, No. 6-7, p.17)

The German *Deutsche Gehorlosen Zeitung*, Vol. 104, No. 7, carried a long article with photos about a group of Gallaudet College students visiting Germany last summer. They were taking a course "German Studies," a part of the new Gallaudet College Foreign study program, in Germany. Their tour was planned in cooperation with the German teachers of the deaf association and deaf leaders.

JAPAN: The focal discussion points of the board meeting of the All-Japan League of the Deaf, held last March, were the educational center for sign language, captioned TV programs, interpreting problems and unemployment insurance for the deaf. They were to be discussed further at the 25th Annual Conference in Yamaguchi last June.

A group of 36 representatives from Japan took a tour of our country to visit the schools for the deaf and meet with deaf people and interpreters.

Japanese TBS-TV began releasing a nine-week TV series called "UNKNOWN, POOR, BEAUTIFUL" on March 8 which deals with deaf people. This is the first time that the All-Japan League for the Deaf-Mute gave its total cooperation for the program. It runs every day Monday through Friday from 1:00 to 1:30 p.m. The vice president of the League, Shozaburo Takeshima, said that he tried to supervise the actors' use of sign language for authenticity, but it was difficult at times because the script arrived late, or it was partly rewritten while shooting. As for the guidance for the actors, there was sometimes not enough time to coach the actors, since there was no rehearsal of the script before shooting. Also, the use of the sign language was restricted once in awhile because of camera angles, etc. There was occasional disagreement between the producer and the League as to the contents, and the



OHIO VOLUNTEER—Chuck Williams, chairman of the Northeast Ohio Development Organization, has given many hours of volunteer work as a sign instructor at the Cleveland Society for the Blind.

Ohio Deaf Leader Goes Extra Mile—Blindfolded

Chuck Williams, chairman of the Northeast Ohio Deaf Development Organization (NEODDA), has given many hours of volunteer work at the Cleveland Society for the Blind as a sign language instructor. Recently, Chuck decided to see just how it felt to be deaf/blind and submitted to a tight blindfold for a full day. Chuck says it was an unforgettable experience, but not terrifying. Here's his account:

"For me, a deaf man, to spend an entire day under blindfold at the Sight Center really gave me a 'feeling' for deaf/blind people. It was very lonely under the blindfold. When I first sat down at the lunch table, I had no communication with the people I was sitting with. I had no idea if I was with three other people, or five. They could laugh and communicate, but I was left out . . . until, that is, someone would sign (make the gestures of sign language) into my hand.

"I could not see the signs, I had to feel them in my cupped hand. It was completely new to me and much slower. I did find, though, that I could hear things I ordinarily do not: I could recognize a voice or a laugh; I could hear the background music.

"I do think that having two handicaps is a difficult thing. But after spending all day at the Sight Center, finding out how much I still could do—and seeing how beautifully and competently the staff treated me, a 'deaf/blind man'—I do not think that really being deaf and blind would bother me so much if I kept busy."

While agencies for the blind have more money for services, deaf people who become blind after being a part of the deaf community feel more comfortable with deaf people; and deaf people will find them good company.

(Chuck Williams' first person account of his experience in the deaf/blind world originally appeared in *Insight*, publication of the Cleveland Society for the Blind.)

Dr. Doin Hicks Assumes Presidency Of Council On Education Of The Deaf

Dr. Doin Hicks, Dean of Pre-College Programs and Professor of Administration at Gallaudet College, assumed the presidency of the Council on Education of the Deaf (CED) on August 1, 1976. He succeeds Dr. Winifred Northcutt in that office.

CED is a consortium of three professional organizations committed to the initiation, improvement and expansion of educational programs and services for the hearing impaired. The three organizations are the Alexander Graham Bell

Association for the Deaf, the Convention of American Instructors of the Deaf and the Conference of Executives of American Schools for the Deaf, which Dr. Hicks has represented on CED's Executive Committee since 1973.

CED certifies teachers of the deaf and accredits teacher-training programs in education of the deaf. It also involves itself in major issues affecting educational programs for the hearing impaired.

League had to yield to the producer's decision.

Aichi Prefecture and Nagoya City founded a library for 16mm film with subtitles for the deaf. It was started when Mr. Susumu Tanaka, president of Parents' Association of the Deaf, suggested the idea to both the prefecture and city management two years ago. The Prefecture contributed Y=1,000,000 (= \$3,333) and the city contributed Y=2,500,00 (= \$8,333) for the 1975 budget. The films collected so far are eight children's films including "Daddy-Long-Legs." and "A Small Story of Bravery." When the budget increases they are thinking of adding subtitled films for adults.

Certain safety devices for deaf drivers have already been invented and tested by the National Center for the Deaf. But this March, a deaf person devised some safety devices which are improvements on previous devices. They have been tested on the road and have proved to be successful. One device is an emergency lamp which works in a strong wind which enables it to be used while the car is moving. Another is a sound perception device small enough to be held in the hand. This consists of a microphone with a wind-proof cover which picks up warning sounds behind the car. This can be plugged into the cigarette lighter. It took four months for Mr. Mita to complete these devices and the total expense was only about Y=30,000 (= \$100). (Note: These items were translated by Ms. Atsumi Sakato Kolba. Thank you, Ms. Kolba! I am very grateful to Ms. Peggy Hansen of the International Theatre Institute of the U.S. for her generous assistance in finding a Japanese translator for my foreign news column.)

NORWAY: The Oslo office of the Norwegian Association of the deaf (NDL) has moved to a new address: Bogstadveien 43. Its Central office is located still in Bergen.

GREAT BRITAIN: Local sports clubs for the deaf from Sweden, Denmark and Belgium were invited to play soccer with the Glasgow sports club last May. The Glasgow club was superior in soccer as it won all the games and was also very successful in arranging this tournament.

CISS: In his letter to the member countries, the CISS president Jerald Jordan announced that he had decided to recommend to the CISS Executive Committee to cancel the XIII World Games because the Romanian organizing committee frequently failed to share its information with sports organizations and also was unable to guarantee visa to the South-African team. This matter was discussed at a CISS meeting in Helsinki last June. There it was decided that the games would not be cancelled since the South-African organization has informed the

Hunter Named Counselor/Coordinator At William Rainey Harper

Christopher Hunter was appointed to the position of Counselor/Coordinator of the William Rainey Harper College Hearing Impaired Program in Palatine, Illinois, effective July 1, 1976. He is probably the first profoundly deaf person educated in a residential school to ever achieve an administrative post in a hearing college.

Mr. Hunter has been counselor for the hearing impaired at Harper since February 1975. He is a graduate of the California School for the Deaf at Riverside. In 1967, he received his B.A. degree in mathematics with minors in philosophy and theatre arts from Gallaudet College.

Mr. Hunter taught mathematics at the elementary and secondary levels at the Idaho School for the Deaf and Blind for seven and one-half years. In 1972, he earned his M.A. degree in Education, Administration and Supervision from California State University, Northridge.

Mr. Hunter returned to the Idaho School for the Deaf as mathematics instructor, media specialist, dean of students, and scoutmaster. He was awarded the Outstanding Young Men of America award in 1971 for his outstanding service to both communities—hearing and hearing impaired—as Scoutmaster and active member of the Gooding Junior Chamber of Commerce (Jaycees). He has performed pantomime acts in Idaho.

The Harper College Hearing Impaired Program is in its fourth year of operation and will serve over 50 students in the fall of 1976. This program was initiated in 1973 by concerned persons (educators, parents of the hearing impaired and hearing impaired citizens) in the Harper district after three hearing impaired students enrolled in programs facing the problems of the hearing student but without supportive services.

Mr. Hunter is president-elect of the Illinois Registry of Interpreters of the Deaf, co-chairman of the Illinois Council of



Christopher Hunter, William Rainey Harper College Counselor-Coordinator.

the Hearing Impaired Committee on Higher Education, member of the Illinois Association of the Deaf, National Association of the Deaf, Convention of American Instructors of the Deaf, Conference of Executives of American Schools for the Deaf, American Personnel and Guidance Association, and Professional Rehabilitation Workers with the Adult Deaf.

Mr. Hunter is married to Annella Salzer, also deaf, and has four hearing children.

International TTY Convention

The Second International Teletypewriters for the Deaf convention will be held June 22-26, 1977, at the Rye Town Hilton Inn, Port Chester, New York. Host will be the New York-New Jersey Phone-TTY, Inc.

CISS that it would not participate in the World Games in Romania. Between this letter and the CISS Congress in Lake Placid there were many rumors, of which, according to Jordan, some were true and others exaggerated. These rumors have caused considerable interest among European countries. Denmark and Sweden made some exploratory attempts to take over the games; however, the XIIIth World Games WILL be held in Romania next year.

Gymnastics will not be included in the XIIIth World Games due to the low number of interested countries.

SPORTS RESULTS:

Volley Ball

Holland-Germany 3-0

Soccer

Germany-Switzerland, 3-0

Sweden-Norway, 1-0

Denmark-Norway, 4-0
Sweden-Denmark, 2-1
Great Britain-Holland, 5-0
Ireland-Great Britain, 3-0
Belgium-Germany, 0-3
Spain-France, 2-1
France-Portugal, 1-1
Italy-Bulgaria, 2-1
Argentina-Mexico, 1-0
Portugal-Spain, 1-2

West Germany, Spain and Sweden will be qualified for final games in Romania next year. Either Ireland or Holland will be included, depending on the result of their match.

Shooting

At the European championship in shooting held in Munich, May 10-15, the leading teams and individuals in different shooting positions and also different rifles were Bulgaria, Italy and West Germany.

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Deaf Character In Short Stories: A Selection Biography

The stories in this annotated bibliography are included in the 1969-1973 volume of the *Short Story Index*, published by the H. W. Wilson Company.

These stories use contemporary jargon and settings, themes of sex and violence. Some of these more modern authors are again attributing supernatural powers to the deaf. The accurate depiction of the deaf seems to have made little progress after all. The education of the public as to the problems of the deaf and deafness still remains.

Part I of this bibliography appeared in *THE DEAF AMERICAN*, May 1974, and Part II in July/August 1976.

1. Berge, Carol, "Events of a March Night, p. 147-156, in: Berge, C., *A Couple Called Moebius; Eleven Sensual Stories*, Bobbs Merrill, 1972. Rochester Institute of Technology.

A well-to-do farmer had a daughter who was deaf. A certain young man from the village had wanted to court her, but the farmer wouldn't permit it. He thought it better if she married some one who also was deaf, which she eventually did. The couple had an adequate marriage, communicating with grunts and gestures.

One time, when the villager knew that her husband was out of town, he climbed in through her bedroom window and spent the night with her.

This story, like others in the collection, had no well-defined ending. Although most deaf persons do marry other deaf persons, a deaf character was not essential to this plot. Anyone can marry his or her second choice for any number of reasons.

2. Bodker, Cecil, "The Deaf'un's Door," pp. 19-31, in: Holm, Sven, ed. *The Devil's Instrument and Other Danish Stories*, Du-Four, 1971. Nazareth College.

This entire story took place in the dooryard of a deaf woman. She never appeared, and the townspeople spoke of her house as being haunted.

A crippled boy, Christoffer, was teased and tormented there by the other boys. They blocked his way out of the yard, and the only way he could get away from them was to run into the house. He disappeared inside and was never seen again.

Although this story was by a modern author, he falsely attributed supernatural powers to the deaf, as did many earlier writers.

3. Cullinan, Elizabeth, "The Old Priest," pp. 80-99, in: Cullinan, E., *Time of Adam: Stories*, Houghton Mifflin, 1971. Rochester Institute of Technology.

For many years, Father Stone had dinner with the Barrett family on election day. With his advancing years, his hearing was failing. A hearing aid was of little benefit to him, either because of his type of deafness or his own inability to adjust to it. If his friends took pains to repeat what they said or used synonyms, he could manage. Some sounds are received more easily than others.

Those who become deaf in later years have a different set of problems from the elderly who have been deaf all their

lives. Both groups have been the concern of many organizations of and for the deaf.

4. Eddy, Clifford M., Jr., "Deaf, Dumb and Blind," pp. 75-85, in: Lovecraft, H. P., *The Horror in the Museum and Other Revisions*. Arkham House, 1970. Rochester Institute of Technology.

This is a collection of macabre short stories by little-known writers. Richard Blake, an author-poet, and his servant Dobbs lived in the old Tanner house at the edge of a swamp. Many of the local residents believed the place to be haunted by the ghost of Simeon Tanner, who had burned to death in his study at the back of the house.

Blake had returned from World War I half paralyzed, deaf, dumb and blind. He and Dobbs communicated through an ingenious alphabet of touches. Blake was able to read Braille and to use a typewriter. When he was found dead, his manuscript describing the ghost of Tanner was found in the study.

Whether Dobbs or Blake saw the ghost is questionable. However, it is a known fact that there has been research on the use of the tactile sense (sound through touch), for communication. The problems of the multiply handicapped have been under study and will continue to be for some time.

5. Ghadamossi, Rasheed A., "The Sexton's Deaf Son," pp. 121-124, in: Angoff, Charles, *African Writing Today*, Maryland, 1969, Rochester Institute of Technology.

Joshua Keino had acquired a new playmate and brought him home to dinner. He was the son of the new church sexton. Because he was both deaf and mute, Joshua was unable to find out his name. They had many good times together, but the other boys and Joshua's aunt were not at all sympathetic. Like many people, they had no knowledge of the deaf and were insensitive to their feelings. Joshua was more perceptive and understood that the boy should not be treated like an animal because he could not talk. Although he was deaf, he was not dumb. Many times the deaf have been considered retarded, which is a gross error.

6. Greenberg, Joanne, "And Sarah Laughed," pp. 119-132, in: Greenberg, J., *Rites of Passage*, Holt, 1972. Rochester Institute of Technology.

Sarah, a plain serious country girl, married Matthew who lived on a near-by farm. He was strong, kind and deaf.

They communicated by lipreading, note-writing and gesturing, but much was left unsaid.

Sarah was dismayed when their first son, Abel, was born deaf. He was followed by three brothers, each of whom had also inherited the father's deafness. None of them was able to learn lipreading as the teachers had promised. Abel later went to a residential school to learn a trade.

After Abel married, Sarah was surprised to learn that his bride, Janice, was deaf and was very upset to see them signing to each other. Matthew and the other sons quickly learned the signs, and, for a time, Sarah was the only one who couldn't join the group and "talk."

Abel and Janice are major characters in Greenberg's full-length novel, *In This Sign*.

7. Helwig, David, "Something for Olivia's Scrapbook, I Guess," pp. 40-50, in: Stephens, Donald, *Contemporary Voices; the Short Story in Canada*, Prentice Hall, 1972. State University, Buffalo.

Olivia and her husband were a loose-living couple who operated a boutique in Canada. One of their neighbors, the (wheel) Barrow man also lacked any sense of morality. Although he usually took advantage of young girls, he did not do so when a deaf mute girl followed him home. After Olivia heard on the radio that the girl was wanted for the murder of her mother, her husband and the Barrow man hid her from the police. While attempting to get her out of town, they lost the girl in a crowd.

In spite of what other things the Barrow man might have done, he was to be commended for his treatment of the deaf girl. Unfortunately, there are those who will take advantage of the deaf, in various ways.

8. Kosinski, Jerzy, "Steps," pp. 275-281, in: Karl, F. R., *The Naked I; Fictions for the Seventies*, Fawcett, 1971. Rochester Institute of Technology.

In an attempt at realism, the stories in this contemporary collection used the omniscient third person narrator. These observers of the human experience attempted to take on the identity of others, "If I could become one of them, if I could only part with my language, my manner, my belongings."

One character pretended to be deaf to better perceive their world. In this manner he gained employment and access to private areas. One time he almost went too far with his pretense. He

became involved with a radical political group in a foreign country and nearly lost his life.

The deaf resent any one pretending to be deaf and even more anyone who used his deafness to gain favors.

9. Matthews, Clayton, "The Dummy," pp. 212-224, in: Hubin, Allen J., ed. *Best Detective Stories of the Year*, Dutton, 1970. University of Rochester.

Cass Walker, a good softball player and farmhand, was deaf and dumb. He could neither read nor write but used an elementary sign language. Most of the townspeople shied away from him, because he was "different." They were even quick to accuse him of killing a neighbor boy. One boy, who had become friends with him, was the only one who could communicate with him, and he helped to vindicate him.

This story points up the need for expert legal aid for the deaf, particularly those who are severely limited in their education and in their communication skills.

10. Nabokov, Vladimir, "Breaking the News," pp. 37-44, in: Nabokov, V., *A Russian Beauty and Other Stories*, McGraw 1973. Rochester Institute of Technology.

These Russian short stories were written in Western Europe between 1924 and 1940 and appeared in various emigre magazines. "Breaking the News" is the story of one emigre, Eugenia Isakovna Mints, who was deaf. Whenever she wished, she turned off her hearing aid to avoid the unpleasant realities of life. When word came that her only son had been killed, her friends found it extremely difficult to tell her. When their anguished looks told her something was wrong, she reluctantly turned the hearing aid on. Naturally, she did not want to connect their voices with their expressions, but there was no escaping this very painful reality.

11. Peterkin, Julia, "Over the River," pp. 99-112, in: Durham, Frank, ed. *Collected Short Stories of Julia Peterkin*, University of South Carolina Press, 1970. Rochester Institute of Technology.

This realistic sketch of plantation life appeared in the *Reviewer Magazine*, January 1924. A young black woman, a deaf mute, set out to seek the father of her unborn child. She believed he lived on the other side of the river, and she was determined to find him. Eventually she came upon a group of plowmen with their mules. With them was the father of her child. He did not recognize her, and she had no way of explaining who she was.

An elderly black woman took her into her cabin until after the child was born. She allowed it to die by refusing to nurse him. She then went back over the river to work again in the fields. "Nobody could hoe or pick cotton any better; she couldn't hear and she couldn't talk, and she didn't waste time."

This grim tale was an example of a person who was unschooled both because of her race and her hearing loss. Her only means of communicating was with gestures which few people understood.

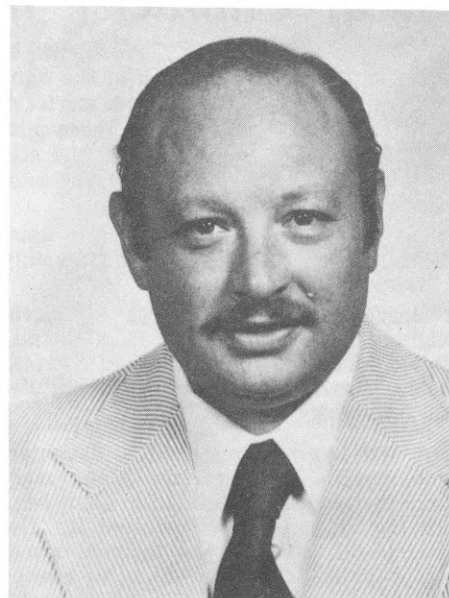
12. Shaw, Irwin, "Whispers in Bedlam," pp. 77-147, in: Shaw, I., *God Was Here, But He Left Early*, Arbor House, 1972. University of Rochester.

This novella first appeared in *Playboy magazine*. Hugo Pleiss, a professional football player, became deaf in one ear as a result of a blow. For a time he refused to accept the impairment. Finally, he underwent surgery which corrected the condition. The doctor told him he had an extraordinary aural arrangement, but he didn't realize how extraordinary until he began to hear the signals of the other teams and to be able to read other people's thoughts. After a series of many pleasurable misadventures, Pleiss insisted the doctor make him deaf again.

Although interesting, this story is wholly inaccurate. Extrasensory perception and thought transference leave much to conjecture and have little or nothing to do with hearing or deafness. 13. Yurick, Sol, "Tarantella," pp. 103-111, in: Yurick, S. *Some One Just Like You*, Harper, 1972. Rochester Institute of Technology.

A mandolin player liked to entertain the people in the city park. One Sunday a pretty little girl wearing a hearing aid came through the crowd. Appearing to hear some of the music, she began to dance. As she and the mandolin player danced faster and faster, the cord to her hearing aid came loose. In reality it was only a piece of string and nothing connected to a battery.

Those who really are deaf resent anyone pretending to be deaf to gain sympathy or attention. Any form of begging is abhorrent to them.



Dr. Allen E. Sussman

Sussman Appointed Director Of Gallaudet Counseling/Placement

Dr. Allen E. Sussman has assumed his new duties as director of the Gallaudet College Counseling and Placement Center. He brings to his new position several years experience as a psychologist, counselor and administrator. He is also noted for his experience in the professional preparation and in-service training of personnel in counseling and mental health work with deaf people.

He continues as a professor, on a part-time basis, with the Graduate School, Department of Counseling. A certified psychologist, Dr. Sussman also maintains a limited private practice in counseling and therapy with deaf children, adults and their families in the Washington, D.C., area.

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Research Programs To Aid The Hearing Impaired

My name is Frederick Schreiber. I am the executive secretary of the National Association of the Deaf. The NAD is one of the oldest consumer organizations in the United States, having been founded in 1880. It is also the largest united group of deaf people in the country. I appreciate very much the opportunity to appear before this distinguished committee this morning. I wish to note that in keeping with what I believe to be my role here, I have directed my efforts strictly to the point of view of the consumer. I also would like to make it clear that while much of what I have to say relates to all hearing impaired people, my experience is with people who are prevocationally deaf, that is, people who lost or never had usable hearing before the age of 19. In this respect and in order to be sure what I have to say is meaningful, I am taking the liberty of defining what I am talking about. First is the term "deaf." There is no official definition of what constitutes deafness. As I am using it, it means the inability to hear and understand speech, with or without amplification. Hearing impaired, on the other hand, refers to people who have some usable degree of hearing, again with or without amplification.

In defining deafness, those persons whose loss occurred before the age of 19 are called prevocationally deafened. All others have no specific label. Within that group, children whose hearing loss occurred prior to the acquisition of language, that is, before the age of two, are labelled prelingually deafened. Those who lost their hearing later on are termed postlingually deafened. Prelingually deafened children usually have little or no intelligible speech and on the average a much poorer command of English than the postlingually deafened child.

For further clarification, there are various causes of hearing loss. The first is called conductive and is a function of the middle ear. Conductive problems may be alleviated by modern surgery and as such are of no concern here.

Another cause is genetic—congenital deafness. While I am familiar with some of the work in this area, I am not an expert. It is my hope that someone will be asked to testify in this field.

The third area is sensory-neurological or irreversible deafness. This is the kind of loss that afflicts the members of my organization and it is to this area

that I am focusing my attention. I wish to note, however, one important point relative to the people with impaired hearing who do benefit from amplification. This is to stress that the hearing aid does not, as many people believe, do for the ear what prescriptive glasses do for the eyes. Hearing aids help, but in most cases cannot restore one's hearing to normal.

The most recent data is that 13.4 million people suffer from some degree of hearing loss. This is 6.5 people per thousand, making it the largest single chronic disability in the country. Of the 13.4 million, 6.5 million have a significant bilateral loss and 1.5 million are deaf, with 410,000 prevocationally deafened.

With such a large number of people afflicted with what can only be described as a catastrophic handicap, one wonders why nothing is done in the area of prevention. I belong to the generation which uses slogans, such as, "An ounce of prevention is worth a pound of cure." I believe in this case it is especially appropriate and am at a loss to understand why so little is being done here. We know, but have not done enough research to determine the significance or value of the fact, that a statistically significant number of children are born deaf at certain times of the year. We need to explore this further with an eye to decreasing, if not eliminating, the number of children who are found to be deaf at birth. We know, too, that many of our senior citizens suffer from progressive hearing losses as they age. We also know that others do not. But we do not know why some do while others don't. If we could do more intensive research in this area, it is conceivable that a considerable number of people could be spared the social and economic deprivation associated with hearing loss, not to mention the tremendous drain on family finances.

For those of us whose deafness cannot be prevented, the greatest need and potential source of assistance lies in the area of early identification and intervention. I wish to stress the "and intervention" because it would not be enough merely to identify the child. Our current research is in agreement that the most crippling aspect to deafness is not the hearing loss itself, but the barriers it provides in communication and the acquisition of language. It is also universally accepted that the years from 0-6 are the years in which each child is a "language-learning machine." Educators, psychologists and speech pathologists, everyone in the field of deafness, agree that the sooner the deaf child is identified and given help,

the better his chances of achieving language and normal living, including an adequate education, social maturity and all that goes with it. The current systems of early identification are such that 60% of hearing impaired infants can be identified during the first two weeks of birth and 80% during the first six months of life. What is needed is a program enforced by law which will identify either conclusively or as a high-risk infant, every child that leaves the hospital. We not only need a program that will insure that every newborn infant has its hearing tested before it leaves the nursery, but also that there be a standardized method for recalling the child for testing to confirm or dismiss the initial findings. We need a system to provide early training for the hearing impaired child and his parents—not at the age of 3 or 5, but immediately. It is conservatively estimated that such a program would diminish by half the traumatic and crippling effects of deafness.

As I continue, I note that the technology for the foregoing and for the other needs I wish to discuss exist. In some cases it is a matter of economics. We have not convinced the medical authorities or the government that the cost of testing a thousand children to find the five or six who are hearing-impaired is worth it. But we test for PKU and we routinely provide silver nitrate to the eyes of all newborn infants where the benefits are no larger than that for the deaf. If one could fully appreciate the difference early identification and intervention makes, there would be no doubt that whatever the cost—and it would not be much—would be worth it.

The foregoing items are in the area of prevention. It is our contention that adoption of such programs would greatly alleviate the problems we face today and compared with what it costs to educate and train the prelingually deafened child now, it would result in a savings to the government.

In the area of more practical applications of technology, we have some interesting issues. The state of the art in communications today is such that we have set up communication channels as far away as the moon and even Mars. But we have not yet found a means by which we can bypass the ear and impinge verbal communication directly into the brain. This approach is sometimes referred to as a "cortical" hearing aid. Some research has been done on this in England and I am aware that a little has also been done at the Callier Speech and Hearing Center in Dallas, Texas. I do not know of any ongoing research. But as far as I know, there is little or no evidence to show that sensory-neural

Testimony before the Subcommittee on Science, Research and Technology, U. S. House of Representatives, September 22-23, 1976. Congressman Olin Teague (D-Texas) is chairman of the House Committee on Science and Technology.

losses are the result of damage to the brain. In most cases, if a sensible way were found to bypass the ear and the mechanisms that carry sound from the ear to the brain, 90 per cent or more of the deaf people would be able to hear and understand the spoken word. Pragmatically speaking, this is the ideal solution. However, if this could not be achieved, there are other technologically feasible activities that could provide relief for deaf people.

The next most effective technological advance would be in the refinement of speech recognition devices that would convert the spoken word into print. We currently have a machine which will print single word commands selected from a limited vocabulary. What we need is the exact opposite of the equipment now available for the blind. Current technology includes optical scanners which can read and convert all kinds of printed material into the spoken word. It is critical that for the deaf there be perfected a machine which would convert the spoken word to print. Ideally such technology should also be capable of miniaturization. The National Aeronautics and Space Administration had great potential for this to the extent that any machine so developed to convert speech to print could be adapted for public use, a smaller one for use in the home and a still smaller portable unit that could be used for interpersonal communication.

Speaking more generally, there is a great need to develop equipment which would complement audible indicia. This would include but not be limited to, public address systems as used in airports; bus and train terminals; intercom or other vocal channels such as inflight announcements on planes, buses and trains; emergency warnings, including fire alarms, a visible equivalent of Conelrad for civil defense, equipment which would alert and protect motorists in the vicinity of emergency vehicles, fire engines, ambulances and the like. It should be noted that modern auto manufacturing techniques are directed at making cars as soundproof as possible so that all drivers, not just the deaf ones, could benefit from a more visible means of locating emergency vehicles.

Among the possible solutions are sound-activated traffic lights which could be set to stop traffic in all directions when triggered by the siren or other mechanism on the emergency vehicle. Alternatively, a smaller light on the dashboard of a car would do. In both cases, the main problem is developing a device that would respond only to selected signals, and not other noises. Sound switches are not new. There may be a need to develop highly selective apparatus that would react to very specific and unique sounds and to provide emergency vehicles with the

proper transmitting devices. While this could be costly—how much are the lives of all people who are dying today for the lack of this equipment worth? Not just deaf people. Deaf people are among the safest drivers in the world. Since we are aware of our inability to hear inside a car or out, we are generally more alert to the possible presence of emergency vehicles. I would wager that most people who collide with these vehicles are people who can hear.

Going still further, we come to the area of telecommunications. As noted earlier, the crippling aspect of deafness lies in its effect on interpersonal and social communication. I believe members of this committee are aware of the efforts of the Public Broadcasting Service and the deaf community to secure from the Federal Communications Commission a ruling reserving Line 21 on the TV screen for hidden captions for the deaf. For more than two years PBS has been experimenting with encoders and decoders that will make this possible.* While we do have the technology to provide this service now, the TV people—the networks, the National Association of Broadcasters and the TV manufacturers are opposed to allocating Line 21 to the deaf. One of the reasons being given is that the technology behind the decoders is "unacceptable." I am no engineer. I don't know how good or bad the technology on this device is. I do know that it works and I guess that is all I care about. After living more than 40 years in a muffled world in which I can only get bits and pieces of what is going on in the world around me, I am willing to accept anything that will let me out of the silent prison I am in. If more technology is needed, then it should be provided. The 10 or so million people who will benefit from hidden captions demand it. Anything that could do so much for so many people surely would be worth whatever it might cost.

We need, too, to develop the captioning technology to the point where such captioning could be applicable to "live" television broadcasts including news shows. The inability to get the news is one of the greatest frustrations facing deaf people. Recent developments in the FCC on requiring television stations to provide visible as well as audible emergency warnings is one small step in the right direction. But developing a means for instant captioning would be better still.

Objections raised by the television networks focus on the probable cost of the encoding and decoding equipment. Possible improved technology could lower the cost. More likely, however, the cost is related to production and until

there are a sufficient number of captioned programs, sales of decoders will be slow.

One way to decrease the cost, in addition to improved technology, might be for Federal assistance in purchasing large numbers of the decoders.

In the same area of telecommunications are the devices known as TTYs. These are generally teletype machines which have been converted so that with the aid of a special coupler they transmit messages over the telephone wires. The coupler acting to convert the typed letter to an electrical impulse on one end and on the receiving end it actuates the same key to produce the original letter. Currently most TTYs are obsolete machines which have been discarded and donated for the use of deaf people by the Western Union and Bell Telephone systems. While the machines themselves are often free, the coupler and attendant costs run up to at least \$250 or more. Some machines can go as high as \$1,000, and this for obsolete equipment at that. There are newer adaptations of such a device and I have taken the liberty of bringing one here with me today. This little piece of equipment costs \$650. While it is undoubtedly an ingenious device, if you sneeze or blink your eyes you can lose part of the message. This is but one of several new devices of a similar nature, all of which cost over \$500 each. We need to develop a machine that will be durable, portable and provide hard copy for not more than \$200.

A hard copy machine is needed for those of us who have language problems. For many deaf people language is not easily acquired and it takes time both to digest the message received and to compose a reply. Without a printed message to refer to, the average deaf person is at a distinct disadvantage. Please note the cost of such a device is in addition to normal telephone charges. In fact, I err in calling the telephone charges "normal." This is because it takes at least three or four times as long to type a given message as it does to deliver it verbally. The telephone is an integral part of society. If for any reason telephonic service were disrupted nationwide, our economy would come to an abrupt and crashing halt. Yet in this, the 200th anniversary of the founding of the United States, less than 1 per cent of the deaf have these devices. There is a great need not only to develop the technology to the point where the devices can be sold at a price everyone can afford, but also to develop the concept that every government agency that is now serving American citizens by phone should also have one of these TTYs. Every Congressman who has a duty to represent all of the people in his district should have one as well. So should hospitals, police

*Captioning Project Evaluation, Dr. Donald Torr.

stations, fire houses and the like. They belong, too, in state legislatures, and other places as well.

In related areas and possibly in conjunction with current achievements which provide for the conversion of the printed word into speech, there is a need to adapt this technique to telephone communications in the sense that such a device could be the telephonic link between the person who is deaf and has a TTY and all other people who can hear but lack TTYs. For example, doctors, dentists, stores that accept telephone orders, friends, anyone that a deaf person might want or need to contact who has normal hearing but might not have enough need for a TTY. Using such equipment, if it were available, the deaf person could call for an appointment with a doctor or even order a pizza from the corner pizza parlor.

Finally, while I am not too confident on the needs of the hearing impaired, as previously stated, I do know that hearing aids do not fully compensate for hearing loss. There is a need to improve both the quality—or more precisely, the effectiveness, of hearing aids and in such a way as to lower the cost. Auditory support is generally recommended for all children who have any degree of residual hearing. At the present time, the parents of a normal deaf child can expect to spend several thousand dollars for a hearing aid and its maintenance. During a normal year, an active child will grow out of two sets of personally fitted ear molds, ruin countless fine wire cords while at play and perhaps lose 2-3 receivers on the playground, on a field trip or in the backyard. Batteries must constantly be checked and replaced to insure top efficiency and comfort. A dying battery makes the aid annoying and useless. The entire unit (\$500) may be damaged in a fall on the stomach. Therefore more hearing aids occupy drawers than ears at an age where the child needs to learn about auditory stimulation.

The development of a less expensive aid would also bring the device into the reach of older people who might benefit but cannot afford the hearing aid on their fixed income. I am told that hearing aids are **not** covered by Medicaid. Nor are they as effective as they could be. At present time reports say they are only 50 per cent effective for school age children. So that aids not only need to be made more economical but much more effective as well.

I have neglected to mention research in the area of speech and speech synthesis. Partly this is due to the feeling of the deaf person that the areas already mentioned are those in which we are most involved. But I should note that the area of speech also needs attention. I have attached hereto a pap-

er reflecting the current state of the art. Of special interest is the speech synthesizer. Research on this is pretty well advanced. However, we need a greatly expanded effort to provide for individuals a means by which they can synthesize the spoken word to overcome the inherent difficulties imposed by deafness.

Similarly, considerably more effort should be extended to research on visually-oriented systems. Ours is an audi-

tory world. As such we have imposed auditory values on everyone. We have little consideration for values that are different from that of the majority. But there is much to be said for developing ways to meet the needs of the individual as opposed to trying to make the individual fit the molds of "normalacy." That's often the case of forcing a square peg in a round hole. I can at least assure you, Mr. Chairman—some of us **are** square!


ACCD Studies Cross-Disability Cooperation

Under a grant from the Rehabilitation Services Administration, the American Coalition of Citizens with Disabilities, Inc., (ACCD), is investigating the feasibility of cross-disability cooperation. Dr. Frank Bowe, ACCD director, who serves as project director for the study, commented that cooperation between different disability groups could benefit disabled individuals in numerous important ways.

First, Bowe said, the needs of each group are basically similar—better education, more comprehensive rehabilitation, employment, civil and human rights, public awareness of their abilities and input into decision-making and public policy. Second, strength often comes from unity. "In Washington and other power centers, numbers often count for more than we would care to admit. With

large numbers, you can gain access to decision-makers more often and with more impact than with small numbers," he noted. Third, multiply disabled persons commonly are caught in the middle between organizations serving one of their disabilities. A group like ACCD can help these persons voice their concerns.

The Coalition represents all disabled Americans, working to promote public awareness of the needs and potentials of disabled citizens, civil and human rights, leadership by disabled adults and inter-disability understanding and cooperation. Its headquarters are at 1346 Connecticut Avenue, N.W., Suite 81F, Washington, D.C. 20036. Individual membership dues are kept low—\$5.00 per year—so many people can join. Organizations may join as active (consumer) or associate (provider) organizations.




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33rd Annual CAAD Softball Tournament

Akron, Ohio—1976

Dayton 14, Cleveland Catholic 10
 Detroit "B" 11, Toronto 4
 Bluegrass 7, Cleveland Silents 0 (forfeit)
 Indianapolis 27, Pittsburgh Catholic 23
 Madison 18, Louisville 17
 Cleveland 16, Southtown 9
 Chicago "B" 18, Detroit Silents 6
 Pittsburgh 7, Toledo 0 (forfeit)
 Buffalo 22, Erie 3
 Milwaukee 27, Dayton 1
 Detroit "B" 18, Akron 2
 Columbus 15, Bluegrass 4
 Chicago "A" 15, Indianapolis 0
 Flint 17, Madison 5
 Cleveland 23, Chicago "B" 13
 Motor City 14, Pittsburgh 11
 Buffalo 17, Cincinnati 6
 Detroit Silents 9, Southtown 2
 Louisville 6, Dayton 5
 Akron 28, Detroit Silents 23
 Toledo 23, Bluegrass 20
 Erie 17, Indianapolis 15
 Madison 13, Cleveland Catholic 5
 Chicago "B" 17, Toronto 9
 Pittsburgh 20, Cleveland Silents 0
 Cincinnati 15, Pittsburgh Catholic 14
 Akron 21, Louisville 3
 Toledo 6, Erie 3
 Chicago "B" 13, Madison 8
 Cincinnati 11, Pittsburgh 9
 Milwaukee 14, Detroit "B" 4
 Chicago "A" 15, Columbus 14
 Cleveland 8, Flint 5
 Buffalo 12, Motor City 11
 Akron 10, Motor City 9
 Flint 29, Toledo 5
 Chicago "B" 3, Columbus 2
 Detroit "B" 12, Cincinnati 4
 Akron 10, Flint 9
 Chicago "B" 17, Detroit "B" 7
 Chicago "A" 13, Milwaukee 11
 Buffalo 19, Cleveland 9
 Milwaukee 10, Akron 5
 Chicago "B" 8, Cleveland 7
 Milwaukee 19, Chicago "B" 11
 Chicago "A" 10, Buffalo 5
 Milwaukee 14, Buffalo 13
 Chicago "A" 21, Milwaukee 11

Team Trophy Winners

First Place—Chicago "A"
 Second Place—Milwaukee
 Third Place—Buffalo
 Fourth Place—Chicago "B"

All Stars—First Team

Pitcher—D. Jacobellis, Chicago "A"
 Catcher—D. Soudokoff, Buffalo
 1st Base—R. DeBoer, Chicago "A"
 2nd Base—C. Martinez, Buffalo
 3rd Base—D. Brockman, Milwaukee
 Short stop—D. Meddaugh, Madison
 Left field—R. Duket, Milwaukee
 Center field—W. Werner, Chicago "A"
 Right field—S. Wnek, Chicago "A"
 Short center—R. Townsend, Flint

All Stars—Second Team

Pitcher—R. Penfield, Buffalo
 Catcher—M. Essig, Chicago "A"
 1st Base—J. Valicento, Chicago "B"
 2nd Base—C. Suiter, Chicago "B"
 3rd Base—M. Jasko, Cleveland
 Short stop—S. Spencer, Chicago "B"
 Left field—J. Kronenberg, Chicago "A"
 Center field—J. Bradley, Akron
 Right field—M. Mowery, Cleveland
 Short center—D. Winesburg, Milwaukee
 Most Valuable Player: R. Duket, Milwaukee
 Outstanding Player in Final Game—D. Jacobellis, Chicago "A"

Team Sportsmanship—Chicago "B"

Manager of the Tournament—M. Cooke, Chicago "A"

Future CAAD Softball Tournament Hosts:

1977—Cleveland, Ohio
 1978—Chicago, Illinois
 1979—Louisville, Kentucky
 Miss CAAD—Miss Nancy Leiby, Akron, Ohio
 Mrs. CAAD—Mrs. Ruth Collins, Cleveland, Ohio
 Tournament Attendance—1,149

CAAD Ladies Softball Tournament

Akron, Ohio—1976

Pittsburgh 16, Detroit Silents 6
 Milwaukee 32, Buffalo 7
 Detroit 24, Chicago 9
 Chicago 15, Buffalo 8
 Pittsburgh 12, Akron 6
 Detroit 28, Milwaukee 10
 Akron 3, Chicago 2
 Milwaukee 12, Detroit 4
 Akron 9, Milwaukee 6
 Detroit 19, Pittsburgh 6

Team Trophy Winners

1st Place—Detroit, Michigan
 2nd Place—Pittsburgh, Pennsylvania
 3rd Place—Akron, Ohio

All Stars—First Team

Pitcher—T. Lewis, Detroit
 Catcher—J. Toner, Pittsburgh
 1st Base—C. Thomas, Akron
 2nd Base—T. Gramling, Milwaukee
 3rd Base—T. Hicks, Detroit
 Short stop—J. Mogus, Pittsburgh
 Left field—V. Kirkpatrick, Chicago
 Center field—D. DeWitt, Pittsburgh
 Right field—A. Newman, Chicago
 Short center—R. Jacobs, Akron

Most Valuable Player—M. L. Guastella, Detroit

Manager of the Tournament—Wm. Flanders, Buffalo

Team Sportsmanship—Detroit Silents



NEW GALLAUDET CAGE COACH—Hubert Anderson has been named Gallaudet College basketball coach and is preparing the Bisons for a 20-game 1976-1977 schedule. Anderson, assistant coach last season, also coached the Block "G" Club hardwood team. He was a four-sport star at the Indiana School for the Deaf and later one of Gallaudet's best all-around players. The Bisons are a member of the Potomac Intercollegiate Conference.



HURDLER SETS USA DEAF PREP MARK—Bruce Reid, Florida School for the Deaf sophomore, broke the national deaf prep record in the 330-yard intermediate hurdles when he did 40 seconds flat. He also captured the 400-meter intermediate hurdles at the National WGD trials at Gallaudet College.

Midwest Softball Tournament

Kansas City—1976

Minneapolis 14, St. Louis Bell 6
 Denver 20, Wichita 9
 St. Louis 19, Des Moines 4
 Omaha 8, Kansas City 6
 Wichita 7, St. Louis Bell 2
 Kansas City 18, Des Moines 7
 Minneapolis 15, Denver 2
 St. Louis 19, Omaha 11
 Omaha 13, Wichita 8
 Denver 7, Kansas City 4
 Denver 6, Omaha 2
 Minneapolis 11, St. Louis 3
 Denver 16, St. Louis 12
 Minneapolis 9, Denver 2

Team Standings:

First Place—Minneapolis, Minnesota
 Second Place—Denver, Colorado
 Third Place—St. Louis, Missouri

All-Star Team:

Catcher—Larry Young, Wichita
 First Base—Thomas Carson, Denver
 Second Base—Doug Leonard, Minneapolis
 Third Base—Keith Buckendahl, Omaha
 Left Field—Richard Chadwick, Minneapolis
 Short Center Field—Richard Thompson, St. Louis
 Center Field—Ronald Sepek, Minneapolis
 Right Field—William Cornell, Denver
 Short Stop—John Poulicek, Omaha
 Most Valuable Player—Pedro Medina, Minneapolis
 Batting Champion—Steve Schmidt, Wichita
 —.667
 Runs Batted in Leader—William Cornell, Denver—11

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First Annual AAAD Softball Tournament, Detroit, Michigan 1976

Washington, D.C. 6, Houston 2
Oakland 14, Hollywood 9
Chicago 6, Minneapolis 3
Westchester 8, Detroit 3
Hollywood 8, Houston 4
Minneapolis 5, Detroit 0
Washington, D.C. 4, Oakland 3

Westchester 9, Chicago 7
Hollywood 7, Chicago 0
Minneapolis 7, Oakland 3
Hollywood 3, Minneapolis 1
Westchester 8, Washington, D.C. 1
Washington, D.C. 9, Hollywood 7

Westchester 3, Washington, D.C. 2
Team Standings:
First Place—Westchester, New York
Second Place—Washington, D.C.
Third Place—Hollywood, California
Fourth Place—Minneapolis, Minnesota

1976 Eastern Softball Tournament

Hartford, Connecticut

Westchester 10, Brooklyn 1
Famous Tigers 7, Delaware Valley 0 (forfeit)
Hartford 14, Jersey Shore 2
Staten Island 12, Quincy 0
Hudson County 9, Revere 2
Trenton 7, Pelicans 0 (forfeit)
Baltimore 18, Philadelphia SAC 2
Worcester 19, Bridgeport 6
Westchester 18, Famous Tigers 4
Staten Island 3, Hartford 2
Hudson County 18, Trenton 1
Baltimore 12, Worcester 11
Westchester 13, Staten Island 7
Baltimore 17, Hudson County 7
Staten Island 18, Hudson County 13
Westchester 14, Baltimore 0

Final standings:

First Place—Westchester, New York
Second Place—Baltimore, Maryland
Third Place—Staten Island, New York
Fourth Place—Hudson County, New Jersey

Awards:

Most Valuable Player—Scherzinger, Westchester

Team Sportsmanship—Worcester
Attendance—903

All Star Team:

First base—Scherzinger, Westchester
Second base—Black, Westchester
Third base—De Vito, Staten Island
Shortstop—Hitchman, Staten Island
Short center field—Cooper, Westchester
Left field—I. Gerlis, Westchester
Centerfield—Fuller, Hudson County
Right field—Wasil, Westchester
Catcher—Bowman, Baltimore
Pitcher—S. Gerlis, Westchester

Eastern Girls Softball Tournament

Final game—Hartford 22, Long Island 9

Final Standings:

First Place—Hartford, Connecticut
Second Place—Long Island, New York
Third Place—Worcester, Massachusetts
Fourth Place—Revere, Massachusetts

Awards:

Most Valuable Player—Sandra McLennon, Hartford

1976 Southwestern Softball Tournament

Austin, Texas

Houston 11, Capital City 10
Southern Deaf 12, Lafayette 7
Dallas "A" 12, Southern Deaf 3
San Antonio 12, Austin 9
Dallas "B" 27, Lafayette 2
Little Rock 14, Dallas "B" 10
Austin 16, Southern Deaf 9
Houston 14, Dallas "A" 5
Capital City 17, Dallas "B" 2
Houston 15, Little Rock 7
Dallas "A" 4, San Antonio 2
San Antonio 8, Capital City 3
San Antonio 18, Shreveport 6
Austin 22, Little Rock 7
Capital City 13, Shreveport 6
Austin 16, San Antonio 3
Dallas "A" 14, Austin 6
Houston 9, Dallas "A" 1

Standings:

First Place—Houston, Texas
Second Place—Dallas "A", Texas
Third Place—Austin, Texas
Fourth Place—San Antonio, Texas

Awards:

Most Runs Batted In—A. Black, San Antonio
Team Sportsmanship—Dallas "A"
Individual Sportsmanship—R. Green, Dallas "A"

All-Star First Team:

Catcher—C. Boren, Austin
Pitcher—B. Stevens, Houston
First Base—W. Carter, Houston
Second Base—G. Carr, Dallas "A"
Third Base—H. Harvard, Houston
Shortstop—Ramirez, Houston
Left Field—Salgado, San Antonio

Center Field—A. Jordan, Houston
Right Field—S. Berry, Dallas "A"
Rover—T. Fischer, Houston
Coach—B. Collins, Dallas "A"

All-Star Second Team:

Catcher—D. Armstrong, Houston
Pitcher—J. T. Jacobs, Austin
First Base—J. Durve, Austin
Second Base—C. Haney, Capital City
Third Base—S. Oates, Austin
Left Field—Contreras, Dallas "B"
Center Field—Y. Black, San Antonio
Right Field—F. Duvall, Dallas "A"
Rover—P. Jakins, Dallas "A"
Coach—J. C. Morris, Austin

Girls Tournament

First Place—Dallas Debs
Second Place—Houston Wo—Rebels
Third Place—Austin Lassies

New officers:

President—Allan Bubeck, Dallas, Texas.
Vice-President—Luther Green, De Ridder, La.
Secretary-Treasurer—Ernest Northup, Little Rock, Ark.
Statistician—John Oliver, Dallas, Texas

1976 Prep Football Scores

Illinois 6, Kansas 0
Tennessee 8, Virginia 0
Maryland 26, Kentucky 0
Tennessee 14, Alabama 6
Indiana 20, Kentucky 6
South Carolina 14, Tennessee 0
Tennessee 28, Kentucky 0
Michigan 24, Indiana 10

1976 Bowling Schedule

November 6—at Buffalo, New York
November 6—at Chicago (Southtown), Illinois
November 13—at Dayton, Ohio
November 27—at Baltimore, Maryland
December 4—at Cleveland, Ohio
December 11—at Cleveland, Ohio

Myklebust Reappointed Member Of Iowa Advisory Committee

Joseph B. Myklebust of Council Bluffs has been reappointed to the seven member Iowa Advisory Committee on the Deaf.

Myklebust, an assistant professor of Special Needs at Iowa Western Community College, is also president of the Iowa Association of the Deaf and a member of the Iowa and National Registry of Interpreters for the Deaf.

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STERCK SCHOOL SINGING-SINGING CHOIR—This choir from the Margaret S. Sterck School for the Hearing Impaired, Newark, Delaware, and directed by Ms. Hilary Ainbender, (for the deaf) and Ms. Betty Monday, (for the hearing) has been widely acclaimed. Last spring the group opened the National Elementary Principals Convention at Atlantic City, N. J., with 15 minutes of songs for 5,000 principals. This month's schedule includes the dedication of the Helen Keller Deaf-Blind Center, Sands Point, N. Y.; New York State Association of Educators of the Deaf convention, Hauppauge, Long Island, N. Y.; Quota Club International, Wilmington, Del.

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1500 NORTH COALTER STREET, B-6, STAUNTON, VIRGINIA 24401



17 World Deaf Records Set At Southfield Swim Trials; 3 USA Standards Also Rewritten; Laura Barber, 13-Year-Old From Allison, Pa., breaks 9 existing Marks; Jeff Float, 16-Year-Old from Sacramento, Calif. Floats to 8 Global Records; Both Loom As Stars of '77 World Games at Bucharest, Romania

The USA Swimming Tryout Meet was held July 10-11, 1976. John C. Wieck, swim coach at Wylie E. Groves High School in Birmingham, Michigan, and three-time coach of USA swim team, was the director of this meet, ably assisted by Ralph Rice, father of Ron, winner of five gold medals in swimming at the 1973 Malmö Games.

The Ramada Inn in Southfield, Michigan, was headquarters for the swimming trials, while the Southfield Civic Center Pool was the site of the tryouts.

Nineteen boys out of 22 and 26 girls out of 32 showed up for the trials. Medals were awarded at the meet after each event, but the trophies for outstanding male and female swimmers were given during the dance at the motel on Sunday evening.

The meet unveiled two top notch swimmers in Laura Barber of Allison Park, Pennsylvania, and Jeff Float of Sacramento, California. At Southfield they together smashed 17 global records for the deaf.

Only 13 years old, Barber shattered NINE world records, 1:06.234 in the 100-meter freestyle, 1:16.564 and 1:14.840 in the 100-meter backstroke, 2:25.575 and 2:23.835 in the 200-meter freestyle, 2:43.731 and 2:39.741 in the 200-meter individual medley, 4:57.967 in the 400-meter freestyle, and 2:40.206 in the 200-meter backstroke. Laura is a student at a class for the deaf at Jefferson Junior High School in Pittsburgh.

Jeff Float, 16-year-old student at Jesuit Prep School in Carmichael, California smashed EIGHT world standards, including 1:07.107 and 1:04.380 in the 100 meter backstroke, 2:04.072 in the 200-meter freestyle 1:03.424 in the 100-meter butterfly, 17:23.469 in the 1,500 meter freestyle, 5:01.973 in the 400-meter individual medley, 2:16.166 and 2:14.501 in the 200-meter backstroke.

A new CISS rule states any athlete can participate in as many individual events as he wishes in track and field and swimming in the World Games. In the past each athlete was limited to three individual events. This would mean Laura Barber and Jeff Float could participate in eight individual events and two relay events at the Bucharest Games and win GOLD medals for Uncle Sam in all of their events.

John C. Wieck, who will head the USA

team again at Bucharest, says the boys swimming at Southfield make up the strongest squad of male swimmers the nation has ever assembled. Thanks to Laura Barber, we have the strongest women's team ever for the United States.

The first three finishers in the 200-meter backstroke bettered the global mark of 2:30.2 set by Andreas Marschewski of West Germany in 1971. The top three swimmers in the 400-meter individual medley destroyed the world standard of 5:22.8 set by Phil Clarkson in 1973 at the Malmö Games, and the 1-2-3 winners in the 100-meter butterfly eclipsed the old record of 1:05.7 set by Phil Clarkson at the first Pan Am Games at Maracaibo, Venezuela, in 1975.

Three American Deaf records also fell during the two-day trials at Southfield, 1:16.356 in the 100-meter breaststroke and 2:47.018 in the 200-meter breaststroke, both set by Mike Keck of San Rafael, California and 11:52.878 in the 800-meter freestyle set by Sharon Getty of Eugene, Oregon. Top finishers in men's and women's swimming:

MEN'S SWIMMING

100-Meter Freestyle (Finals)

- 1) Jeff Float, Sacramento, Calif. 56.938; 2) Ronald Rice, Warren, Mich., 57.211; 3) Mike



SWIMMING STAR—Laura Barber looms as one of two USA stars at the 1977 WGD at Bucharest, Romania. She set nine global records for the deaf at the American swim trials at Southfield, Michigan. Here she is standing between Art Kruger (left), chairman of the USA Committee, World Games for the Deaf, AAAD; and John C. Wieck, director of the Swimming Tryouts and USA swim coach for the 1977 Games. This photo was taken by Laura's grandmother at the dance at the Ramada Inn on Sunday evening, July 11.

Keck, San Rafael, Calif., 57.441.

200-Meter Freestyle (Finals)

- 1) Jeff Float, 2:04.072 (NEW WORLD RECORD, old mark was 2:06.7 set by Ron Rice at Maracaibo, Venezuela, in 1975); 2) Mike Keck, 2:08.447; 3) Ron Rice, 2:14.593.

100-Meter Backstroke (Finals)

- 1) Jeff Float, 1:04.380 (NEW WORLD RECORD, old standard was 1:07.8 set by Ron Rice also at Maracaibo, Venezuela, in 1975); 2) Michael Keck, 1:09.345; 3) Ron Rice, 1:10.602.

200-Meter Backstroke (Finals)

- 1) Jeff Float, 2:14.501 (NEW WORLD RECORD, bettering the old mark of 2:30.2 set by Andreas Marschewski of West Germany in 1971); 2) Mike Keck, 2:27.871 (also bettered the global mark of 2:30.2); 3) Peter Stanford, 2:29.792 (also bettered the 2:30.2 global record).

400-Meter Freestyle (Finals)

- 1) Mike Keck, 4:35.552; 2) Ron Rice, 4:35.906; 3) Phil Clarkson, 4:54.902.

1,500-Meter Freestyle (Finals)

- 1) Jeff Float, 17:23.469 (NEW WORLD RECORD, eclipsing the old standard of 18:08.2 set by Ron Rice at Malmö, Sweden in 1973); 2) Phil Clarkson, 19:44.462; 3) Jimmy Davenport, 21:57.433.

100-Meter Breaststroke (Finals)

- 1) Mike Keck, 1:16.356 (NEW AMERICAN RECORD); 2) Neal Arsham, 1:18.168; 3) Dave Ritchey, Kirkwood, Mo., 1:18.484.

200-Meter Breaststroke (Finals)

- 1) Mike Keck, 2:47.018 (NEW AMERICAN RECORD); 2) Neal Arsham, 2:51.729; 3) Dave Ritchey, 2:53.985.

100-Meter Butterfly (Finals)

- 1) Jeff Float, 1:03.424 (NEW WORLD RECORD, eclipsing the old standard of 1:05.7 set by Phil Clarkson at Maracaibo, Venezuela, in 1975); 2) Mike Keck, 1:04.059; 3) Phil Clarkson, 1:05.122.

200-Meter Butterfly (Finals)

- 1) Peter Stanford, 2:34.222; 2) Phil Clarkson, 2:38.882; 3) Howard Johnson, 3:14.263.

400-Meter Individual Medley

- 1) Jeff Float, 5:01.973 (NEW WORLD RECORD, bettering the global mark of 5:22.8 set by Phil Clarkson in 1973 at Malmö, Sweden); 2) Mike Keck, 5:13.763; 3) Peter Stanford, 5:15.149.

WOMEN'S SWIMMING

100-Meter Freestyle (Finals)

- 1) Laura Barber, Allison Park, Pa., 1:06.309; 2) Cathy Mueller, Covina, Calif. 1:11.574; 3) Sharon Getty, Eugene, OR, 1:11.981.

200-Meter Freestyle (Finals)

- 1) Laura Barber, 2:23.835 (NEW WORLD RECORD, bettering the global mark of 2:27.2 set by Miss Kane of Great Britain in 1975); 2) Cathy Mueller, 2:38.913; 3) Sharon Getty, 2:42.455.

400-Meter Freestyle (Finals)

- 1) Laura Barber, 4:57.967 (NEW WORLD RECORD, bettering the 5:12.4 global mark set by Jo Ann Robinson of Canada in 1969 at Belgrade, Yugoslavia); 2) Sharon Getty, 5:43.417; 3) Pam Scurlock, 5:51.685.

800-Meter Freestyle (Finals)

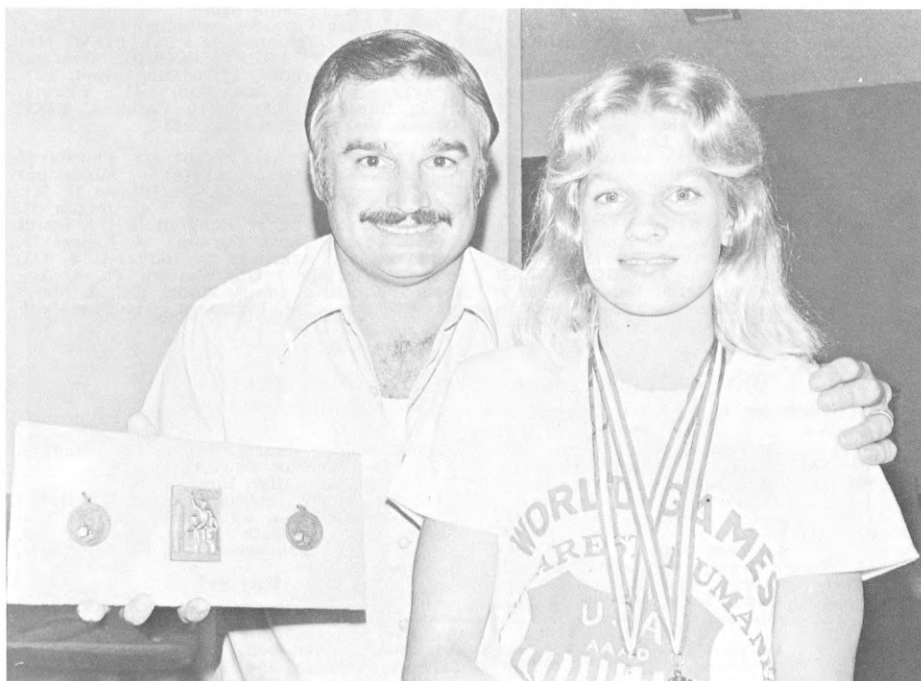
- 1) Sharon Getty, 11:52.878 (NEW AMERICAN RECORD); 2) Lori Manson, College Park, MD, 12:02.844; 3) Pam Scurlock, 12:03.969.

100-Meter Backstroke

- 1) Laura Barber, 1:14.840 (NEW WORLD RECORD, eclipsing the world standard of 1:20.0 set by Jacqueline Briggs of Great Britain at Kaposvar, Hungary in 1975); 2) Cathy Mueller, 1:22.191; 3) Lori Manson, 1:26.881.

200-Meter Backstroke (Finals)

- 1) Laura Barber, 1:14.840 (NEW WORLD RECORD, old mark was 2:52.8 set by Cathy Mueller in 1975 at Maracaibo, Venezuela); 2) Cathy Mueller, 2:54.752; 3) Nancy Delich, 2:59.541.



DAUGHTER LIKE FATHER—Sammy Oates displays the medals he won in the 1957 and 1961 World Games for the Deaf while proudly looking at the medals his 12-year-old daughter Toni won at the qualifying swimming trials at Southfield, Michigan. (Photo by Dick Collins of the Austin Citizen)

100-Meter Breaststroke (Finals)

1) Sharon Getty, 1:30.962; 2) Cindy Sehnert, Arlington, VA, 1:36.199; 3) Donna Chisholm, 1:38.136.

200-Meter Butterfly (Finals)

1) Sharon Getty, 3:17.272; 2) Cindy Sehnert, 3:23.308; 3) Lori Manson, 3:26.113.

34th Mythical National Deaf Prep Championship Summary

(Season's best marks and with scoring on 10-8-7-6-4-2-1 basis totaling 589 points in 19 events.)

100-Yard Dash

Curtis Garner, Mississippi, 9.6; Drexel Lawson, North Dakota, 9.8; Glenn Scott, Florida, 9.9; Wade Thomas, Virginia, 10.1; Lyle Grate, South Dakota, 10.1; Jerome Jackson, Florida, 10.1; Robert Milton, South Carolina, 10.2.

220-Yard Dash

Curtis Garner, Mississippi, 21.8; Larry Thompson, Texas, 22.3; Harry Steele, Iowa, 22.3; Drexel Lawson, North Dakota, 22.4; Robert Milton, South Carolina, 22.5; Glenn Scott, Florida, 22.6; Jerome Jackson, Florida, 22.7.

440-Yard Dash

Drexel Lawson, North Dakota, 48.7; Larry Hutchinson, Georgia, 51.0; Rias Davies, Arkansas, 51.0; Lyle Grate, South Dakota, 51.6; Lynwood Wilson, South Carolina, 51.7; Randy Shaw, Georgia, 52.0; Roy Freeman, Mississippi, 52.0; Reni Stuppi, Arizona, 52.0.

880-Yard Run

Sam Todd, Oregon, 1:59.1; Steve Brown, Washington, 2:01.7; Donald Johnston, Mt. Airy, 2:03.6; Calvin Jester, Georgia, 2:04.0; Kevin Taylor, New York, 2:05.1; Allen Hodges, Kentucky, 2:05.6; Eugene Presswood, Iowa, 2:06.2.

Mile Run

Greg Warren, New York, 4:29.0; Jay Gomez, Texas, 4:34.0; Lee Newsome, North Carolina, 4:34.2; Ed Suttell, St. Mary's, 4:36.0; Jim Newsome, Model, 4:38.2; Brian Armstrong, Oregon, 4:38.7; Bob Proctor, Maryland, 4:39.4.

Two Mile Run

Greg Warren, New York, 10:02.2; Ed Suttell, St. Mary's, 10:06.9; Brian Armstrong, Oregon, 10:15.3; James Renberg, Washington, 10:25.2; Bob Proctor, Maryland, 10:31.1; Lee Newsome, North Carolina, 10:31.9; Mike O'Brien, American, 10:43.9.

120-Yard High Hurdles

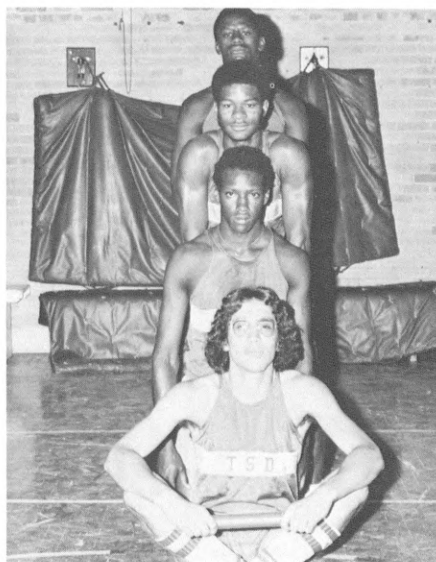
George Houston, Georgia, 15.3; Mike Paulone, Mt. Airy, 15.6; Willie Wooten, Georgia, 15.7; Ray Freeman, Mississippi, 15.7; Pat Pachiuolo, Mt. Airy, 15.7; Mark Bower, Indiana, 15.8; Mark Hoshi, Washington, 15.9.

180-Yard Low Hurdles

Drexel Lawson, North Dakota, 20.2; George Houston, Georgia, 20.9; Ray Freeman, Mississippi, 21.3; Mark Hoshi, Washington, 21.4; Kemper Everett, Arizona, 21.5; Ed Thompson, Missouri, 21.8; Kenneth Smith, Mississippi, 21.8; Mark Bower, Indiana, 21.8.

330-Yard Intermediate Hurdles

Bruce Reid, Florida, 40.0 (NEW NATIONAL DEAF PREP RECORD); John Lestina, Illinois, 40.3; Darren Dyslin, Illinois, 40.7; Mike Paulone, Mt. Airy, 41.3; Vic Cassell, South Carolina, 41.4; Leroy Martin, Florida, 41.5; Donald Scott, South Carolina, 41.5; Nector Aguilar, Berkeley, 41.5.



RECORD MILE RELAY COMBINATION—Representing Texas School for the Deaf, Adan Cavazos (sitting), Gary Black, Nathaniel Fifer and Larry Thompson (standing) teamed together to clock 3:25.3 in the mile relay at the State Class A finals for a new National Deaf Prep mark.

100-Meter Butterfly (Finals)

1) Lori Manson, 1:25.945; 2) Toni Oates, 1:27.043; 3) Kathy Tako, 1:27.940.

200-Meter Breaststroke (Finals)

1) Lori Manson, 3:27.651; 2) Toni Oates, 3:40.724; 3) Jody Dunn, 3:41.016.

200-Meter Individual Medley (Finals)

1) Laura Barber, 2:39.741 (NEW WORLD RECORD, old standard being 2:50.0 set by Diana Assenova of Bulgaria in 1969 at Belgrade, Yugoslavia); 2) Cathy Mueller, 2:54.117; 3) Lori Manson, 3:00.596.

Laura Barber and Jeff Float, as expected, won respective trophies as the most outstanding female and male swimmers.

Swimmers who will make up the USA squad for the Bucharest Games.

Women

Laura Barber, 13, Allison Park, Pa., Donna Chisholm, 16, Rolling Hills, Calif., Cathy Mueller, 17, Covina, Calif., Nancy Delich, 18, Pasadena, Calif., Cynthia Sehnert, 17, Arlington, Va., Pamela Scurlock, 22, Houston, Texas, Mary Cordano, 15, Delavan, Wisc., Lori Manson, 14, College Park, Md., Sharon Getty, 16, Eugene, Ore., Toni Oates, 12 Austin, Texas.

Men

Jeff Float, 16, Sacramento, Calif., Neal Arsham, 21, Shaker Heights, Ohio, Phil Clarkson, 22, Arcadia, Calif., Ronald Rice, 20, Warren, Mich., David Ritchey, 18, Kirkwood, Mo., Jimmy Davenport, 15, Knoxville, Tenn., Peter Stanford, 16, San Antonio, Texas, Mike Keck, 17, San Rafael, Calif., Greg Tompkins, 17, Ballwin, Mo. (alternate).

Kathy Sallade, women's No. 1 deaf backstroker from 1967 to 1975 and flag-bearer of the USA delegation at the Malmö Games, will assist John Wieck in coaching the USA team. She is now assistant director, swim instructor and AAU swim coach at Sheppard Swim Center in Anderson, S.C.

High Jump

Willie Wooten, Georgia, 6-7 (NEW NATIONAL DEAF PREP RECORD AND TIES AMERICAN DEAF RECORD); Antonio Cook, Georgia, 6-5; Gary Black, Texas, 6-3; Tim Huebner, New York, 6-2; Willie Green, Kansas, 6-2; David Binning, Western Pa., 6-1; William Lovick, Rhode Island, 6-0 3/4.

Long Jump

Drexel Lawson, North Dakota, 22-5 1/2; Willie Wooten, Georgia, 22-4; Robert Milton, South Carolina, 21-3; Larry Thompson, Texas, 21-1; Antonio Cook, Georgia, 21-1/2; Alfred Wigley, Kansas, 20-10; Craig Brown, North Carolina, 20-8.

Triple Jump

Robert Milton, South Carolina, 47-2 1/2 (NEW NATIONAL DEAF PREP AND AMERICAN DEAF RECORDS); Mike Paulone, Mt. Airy, 44-9 1/2; George Houston, Georgia, 43-5; Antonio Cook, Georgia, 42-7; Steve Penfield, South Carolina, 42-1; James Campbell, New York, 41-10 1/2; Gordon Marsillo, St. Mary's, 41-8.

Pole Vault

John Jackson, Florida, 12-0; Lyle Grate, South Dakota, 11-9; Darryl Campbell, Florida, 11-6; Jay McLaughlin, Western Pa., 11-0; James Renberg, Washington, 10-6; David Parker, Virginia, 11-0; Kevin Taylor, New York, 10-6; Sid Heley, New Mexico, 10-6; Danny Kriesel, Indiana, 10-6.

Shot Put (12 lb.)

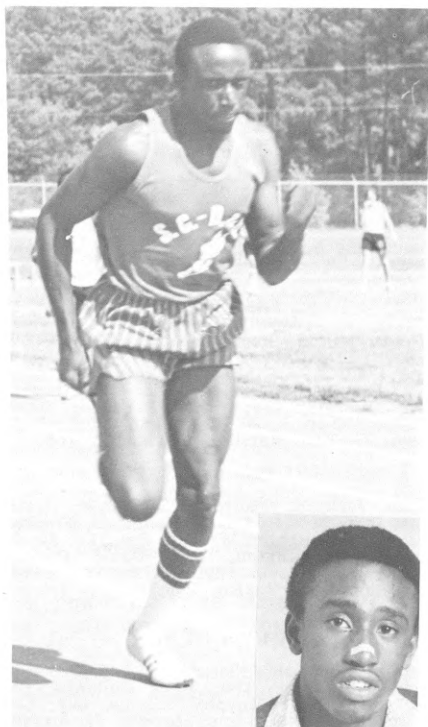
Jerome Jackson, Florida, 49-5 1/4; Felipi Leomiti, Berkeley, 47-9; Jules Guimard, Illinois, 46-11; Steve Murphy, Illinois, 45-8; Len Joyce, Florida, 45-6; Doug Brown, St. Mary's, 45-3 1/2; Steve McGinnes, Mt. Airy, 44-9 1/2.

Discus

Gary Black, Texas, 141-9; 2) Dave Hayward, St. Mary's, 137-9; Jules Guimard, Illinois, 134-9; Ricky Cordell, North Carolina, 133-1/4; Johnny Watson, North Carolina, 132-4 1/4; Craig Ferrarini, Illinois, 131-7; Stanley Ketchum, Arkansas, 128-0.



NATION'S TOP DEAF WALKER—Greg Warren of New York School for the Deaf set a national high school record in the one mile walk in 7:00.3, eclipsing the previous mark of 7:01.9 set by John van der Bryant of East Appleton, Wisconsin. This new record was made at the annual Glenn D. Loucks Memorial Track and Field Meet at White Plains, N.Y. High School. This is the largest high school track meet in the East. Warren was also NYSD's ace distance runner, having won the national deaf prep mile, two-mile double for the second straight year. He will compete for the USA in the 20-kilometer walk at the Bucharest Games in 1977.



RECORD BREAKERS—Robert Milton, another sophomore sensation from South Carolina School for the Deaf, broke the National Deaf Prep and American Deaf records in the triple jump when he did 47 feet, 2½ inches at the State high school finals, and he did jump over 45 feet four times at this meet—45' 9", 45' 11", 47' 2½" and 46' 7".

Javelin

Rob Smith, Louisiana, 180-7; Bob Balzer, North Dakota, 163-10; Tony Loos, Oregon, 153-3; Tommy Simpson, Kansas, 146-8½; Don Richards, Washington, 143-8; Albert Jaramillo, New Mexico, 141-0; Steve Brown, Washington, 140-10.

440-Yard Relay

Texas (Joseph Bradley, Larry Thompson, Gary Black, Nathaniel Fifer), 43.5; Mississippi, 43.8; Georgia, 43.9; South Carolina, 44.3; Riverside, 44.8; Arizona, 45.0; Illinois, 45.6; Arkansas 45.8.

880-Yard Relay

Florida (Manuel Rojas, Jerome Jackson, Bruce Reid, Glenn Scott), 1:31.2 (NEW NATIONAL DEAF PREP AND AMERICAN DEAF RECORDS); Mississippi, 1:32.2; Georgia, 1:32.2; Kansas, 1:34.8; South Carolina, 1:35.9; Missouri, 1:36.1; North Carolina, 1:36.4; Model, 1:36.6.

8th Mythical National Girls Deaf Prep

(Based on 10-8-6-4-2-1 scoring, totaling 403 points in 13 events)

100-Yard Dash

Renonia Fowler Greer, Tennessee, 11.4; Linda Shell, Mississippi, 11.4; Barbara Smith, Mississippi, 11.6; Gloria Moton, Tennessee, 11.8; Sherry Barnett, Florida, 11.9; Purelee Candate, Florida, 11.9.

220-Yard Dash

Renonia Fowler Greer, Tennessee, 26.3; Suzanne Mayes, Kentucky, 26.5; Barbara Smith, Mississippi, 26.8; Linda Shell, Mississippi, 27.0; Annie Taylor, Tennessee, 27.0; Sherry Barnett, Florida, 27.2.

440-Yard Dash

Sharon Banks, Georgia, 60.01 (NEW AMERICAN DEAF RECORD); Susan Felts, Washington, 62.4; Renonia Fowler Greer, Tennessee, 63.6; Rita Foxx, Tennessee, 65.1; Annie Murphy, Florida, 66.0; Debbie Bradshaw, Texas, 66.1.

880-Yard Run

Joni Hoover, Oregon, 2:31.0; Diane LeFebvre, Minnesota, 2:40.1; Debbie Eastridge, Virginia, 2:42.0; Mary Edwards, Florida, 2:46.6; Brenda Harris, Tennessee, 2:51.0; Patti Rudik, Rome, 2:51.4.

Mile Run

Joni Hoover, Oregon, 5:32.2; Barb Jarstad, Wisconsin, 6:21.0; Sheri Trotter, Tennessee, 6:23.9; Marilyn Turner, Georgia, 6:31.5; Debra Goode, Kentucky, 6:43.0; Vanessa Bankston, Georgia, 6:44.5.

110-Yard Hurdles

Vicki Marlow, Indiana, 16.5; Cindy O'Grady, New Jersey, 16.9; Sheila James, Georgia, 17.1; Susan Felts, Washington, 17.2; L. Stimage, Illinois, 17.2; Eva Winner, Florida, 17.5.

Long Jump

Renonia Fowler Greer, Tennessee, 18-8 1/4 (NEW AMERICAN DEAF AND WORLD DEAF RECORDS); Glenda Lowe, Georgia, 16-9; Linda Shell, Mississippi, 16-1/4; Mary Ann Edwards,

Mile Relay

Texas (Adan Cavazos, Nathaniel Fifer, Gary Black, Larry Thompson), 3:25.3 (NEW NATIONAL DEAF PREP RECORD); Georgia, 3:32.2; South Carolina, 3:33.0; Mississippi, 3:37.0; Arkansas, 3:37.8; Maryland, 3:41.5; Florida, 3:41.8; Illinois, 3:41.8; North Carolina, 3:42.7; Kansas, 3:43.1; Riverside, 3:43.1.

TEAM SCORES: Georgia 82 1/3, Florida 58 1/6, Texas 55, North Dakota 50, Mississippi 49 1/3, South Carolina 35 5/6, Illinois 31, Mt. Airy (Pa.) 30, New York 26 1/4, Oregon 23, St. Mary's (NY) 21, Washington 18 1/4, South Dakota 14 1/3, North Carolina 14, Kansas 12, Louisiana 10, Arkansas 9, Berkeley 8 1/3, Iowa 7, Virginia 5 1/3, Western Pa. 4, Arizona 3 1/3, Riverside 2, Model (DC) 2, Maryland 2, Missouri 2, Indiana 1 1/4, New Mexico 1 1/4, Kentucky 1.

Florida, 15-8½; Charlita Lakes, Washington, 15-7½; Bev Benson, Iowa, 15-5 1/4.

High Jump

Cecelia Clincy, Mississippi, 4-10½; Dottie Brown, Washington, 4-9; Annie Taylor, Tennessee, 4-8; Elizabeth Fields, Florida, 4-8; Gloria Moton, Tennessee, 4-8; Sheila James, Georgia, 4-8.

Shot Put

Elizabeth Fields, Florida, 39-6; Charlita Lakes, Washington, 36-9; Gerry Turner, Georgia, 35-6 1/4; Christine Clark, St. Mary's, 33-10; Donna Underwood, Tennessee, 33-6; Patti Ferebee, Virginia, 33-4 1/4.

Discus

Charlita Lakes, Washington, 101-10; Donna Underwood, Tennessee, 98-6½; Elizabeth Fields, Florida, 98-0; Noel Losert, Rome, 95-5½; Sandra Hooper, Idaho, 92-6 3/4; Gerry Turner, Georgia, 92-0.

440-Yard Relay

Mississippi (Sarah Williams, Cecelia Clincy, Barbara Smith, Linda Shell), 50.1; Tennessee, 51.8; Georgia, 53.3; Illinois, 54.7; Colorado, 54.9; Washington, 55.0.

880-Yard Relay

Florida (Pam Fuller, Elizabeth Fields, Purelee Candate, Sherry Barnett), 1:52.2; Tennessee, 1:54.4; Georgia, 1:55.5; Washington, 1:55.7; Iowa, 1:56.4; Texas, 1:58.4.

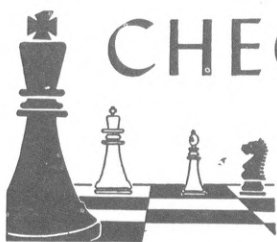
Mile Relay

Texas (Debbie Jatzlau, Susan Carter, Lucia Robles, Debbie Bradshaw), 4:31.9; Tennessee, 4:35.5; Washington, 4:37.4; St. Mary's, 4:45.2; Florida, 4:48.8; Kentucky, 4:54.4.

TEAM SCORES: Tennessee 94 1/2, Georgia 52 1/4, Washington 50, Mississippi 50, Florida 46 1/4, Oregon 20, Texas 12, Indiana 10, Kentucky 10, Minnesota 8, St. Mary's (NY) 8, Wisconsin 8, New Jersey 8, Illinois 7, Virginia 7, Rome (NY) 5, Iowa 3, Idaho 2, Colorado 2.



NATIONAL CHAMPION—Coached by Melanie McNulty, who was the best PE student at Ohio University before coming to Knoxville, these top-notch tracksters helped Tennessee School for the Deaf breeze to the national deaf prep girls title for the first time with 94½ points. Georgia, defending champ, was second with 40. These TSD girls took part in the National WGD Tryouts at Gallaudet College as three of them made the USA team. Left to right: Brenda Harris, Gloria Moton, Renonia Fowler Greer, Coach Melanie McNulty, Rita Foxx, Donna Underwood and Annie Taylor.



CHECKMATE!

By
"Loco" Ladner



INTERNATIONAL CHESS—Emil Ladner, United States entry, versus World Champion Mustakerski. In the background another match is in progress between Van der Linden of Belgium and Gelencser of Hungary. Note the trophies at the upper right.

Bilbao, Spain, was the scene of the Individual World's Chess Championship last August 2-15. The affair was sponsored by the International Committee of Silent Chess. For the first time the United States had a participant in the person of the chess Editor. Naturally he was no match for the battle-hardened veterans of European tournaments and finished in last place with one upset victory and nine losses. Chess is a way of life among the European deaf who have very few other diversions and sports.

Nescho Mustakerski of Bulgaria retained his world's championship of the deaf which he had first won in 1972. His score of $9\frac{1}{2}$ - $\frac{1}{2}$ represented nine straight victories before he surrendered a draw in the last round. Second place went to a dark horse from Spain, Ignacio Guadalajara, who was in the tournament to make the 12th player. Since the French champion never showed up Senor Guadalajara ($8\frac{1}{2}$ - $1\frac{1}{2}$) was permitted to stay in and he lost only to Mustakerski with one draw with Francisco Lon, the Spanish champion, who also lost to the world champion and had two draws to end up with 8-2, good for third place. Hungarian Jozsef Gelencser (6-4) took fourth place (he had been second in 1972) with losses to Mustakerski, Lon, Van der

Linden and Guadalajara. Fifth place went to another Bulgarian, Petkov Yatchev ($5\frac{1}{2}$ - $4\frac{1}{2}$), who was in the tournament because his country could have two entries. The world champion is not counted.

Sixth and seventh places were shared by the Belgian champion, Van der Linden (4-6), and Gehard Kopton (4-6) of West Germany. Eighth and ninth places went to two Henriks, Walther of Norway and Havik of Holland, both with identical scores of 3-7. J. Christensen of Sweden took tenth place with $2\frac{1}{2}$ - $7\frac{1}{2}$.

The tournament took 10 days with a game a day under two hired referees. Chess clocks were used, with 40 moves being required within $2\frac{1}{2}$ hours. After four or five hours mental fatigue often is the cause of a loss and chess blindness is an occupational disease of chess players.

The highlight of the Tournament was the reception given by the mayor and other dignitaries. Then the banquet was the closing event, starting at 10 p.m. to end at 2 a.m. A magnificent dinner was followed by speeches and awarding of trophies and gifts were exchanged. We presented the president of the ICSC with a small replica of the Liberty Bell. Hand scarfs with pictures of California missions and beauty spots went to the

chairman and his wife, who served as interpreter.

At the banquet we were honored by being called first to receive the eleventh place trophy and also another one for having come the longest distance. This trophy was by far the heaviest of all and seemed to increase in weight in our hand bag on the return trip until it threatened to force the plane down.

It was difficult to become accustomed to the customs of Spain—slow motion on the part of the people except when dodging the speeding cars on the narrow streets. Dinner at 1:30 every day consisted of several courses and always fish and wine. Chess at 4 p.m. just when we felt like taking a nap. Then another full dinner at 9:30. Sleep would not come for several hours after that so the breakfast of rolls, coffee and jam usually took place at 10 a.m. or later. Bilbao is right in the country of the Basques and berets were frequent sights.

At the official meeting of the ICSC the United States was accepted as a new member and congratulated on the fact that it is now 200 years old—a sort of babe to the European nations! The chess players were always asking us what happened to Bobby Fischer. All we could say was that he will come out of hiding some day and get more hides to hang on his wall.

The team championship will be held in West Germany in 1978 and we were urged to send a team of four players. The NAD Committee on Silent Chess is planning a series of regional tournaments for 1977 with winners to compete in a national tournament. The biggest problem seems the lack of money to send our players to Europe. They will need sponsors and perhaps we will take a leaf from the American Athletic Association of the Deaf and have hometowns chip in to help their products.

Next month we will give the crucial game of the tournament—the meeting of the undefeated Mustakerski and Lon in the eighth round.

Almost forgot to give the answer for the problem in the last issue—N-Q7.

PSAD Elects Shultz

At its 90th meeting in Philadelphia in August, the Pennsylvania Society for the Advancement of the Deaf elected Samuel D. Shultz president. Others chosen:

Harry D. Gabriel, first vice president; Thomas L. Coulston, second vice president; Frank J. Nemshick, secretary; John F. Maurer, treasurer.

In the PSAD, the Board of Managers actually chooses the officers.

Mr. Nemshick is editor of THE PSAD NEWSLETTER.

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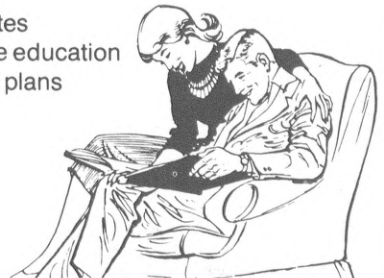
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Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
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Interpreters: Jim and Sheila Palmer

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Each Sunday, 12 noon, at
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Vicar: The Rev. Jay L. Croft
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TTY 216-0864-2865

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All Souls Guild meetings second Friday
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Rev. Clark R. Bailey, Pastor
Phone (313) 751-5823

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(10:00 a.m. during June, July and August)
The Rev. Lawrence T. Bunde, pastor

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Rev. Martin A. Hewitt, pastor

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Home 724-4097

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Worship Service 11:00 A.M.
Ervin R. Oermann, pastor
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Rev. C. Albert Nunery, Senior Pastor
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John M. Tubergen, leader
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Other Denominations

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7:30 p.m.

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Rev. David Schiewek, pastor
For information call 732-0120

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and 7:00 p.m.
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Free Captioned Movie, 7:00, third Friday

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Worship Service, 10:30 a.m.
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Duane King, Minister
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Mrs. Grace A. Boyer, Director of Public
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Carol Jay, RID Certified Interpreter
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Established 1916

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Thurs., Fri., Sat., Sun., holidays
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Irving Alpert, vice president
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Gerald Burstein, President
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Kenneth Rothschild, Secy.-Treas.
25 Wagon Wheel Road
Poughkeepsie, N.Y. 12601
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1978 NCJD CONVENTION
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